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ABSTRACT

This model program guide was developed to help cooperative industrial education (CIE) teacher coordinators (especially in Missouri) to develop a program of CIE. Topics covered in the 10 sections of the manual are as follows: (1) introduction to the CIE program; (2) role of the CIE teacher-coordinator; (3) instructional classification of the CIE program; (4) CIE instructional program; (5) cooperative education components of the CIE program; (6) vocational student organization for the CIE program; (7) advisory committee for the CIE program; (8) CIE program evaluation; (9) CIE program public relations; and (10) professionalism. Throughout the manual, examples and teaching sections are provided. Five appendixes making up about half the document provide: a model of nonteaching related activities; the Missouri certification standards for CIE teacher-coordinators; the CIE general related core curriculum; model teaching-related activities; and a program evaluation guide. (KC)

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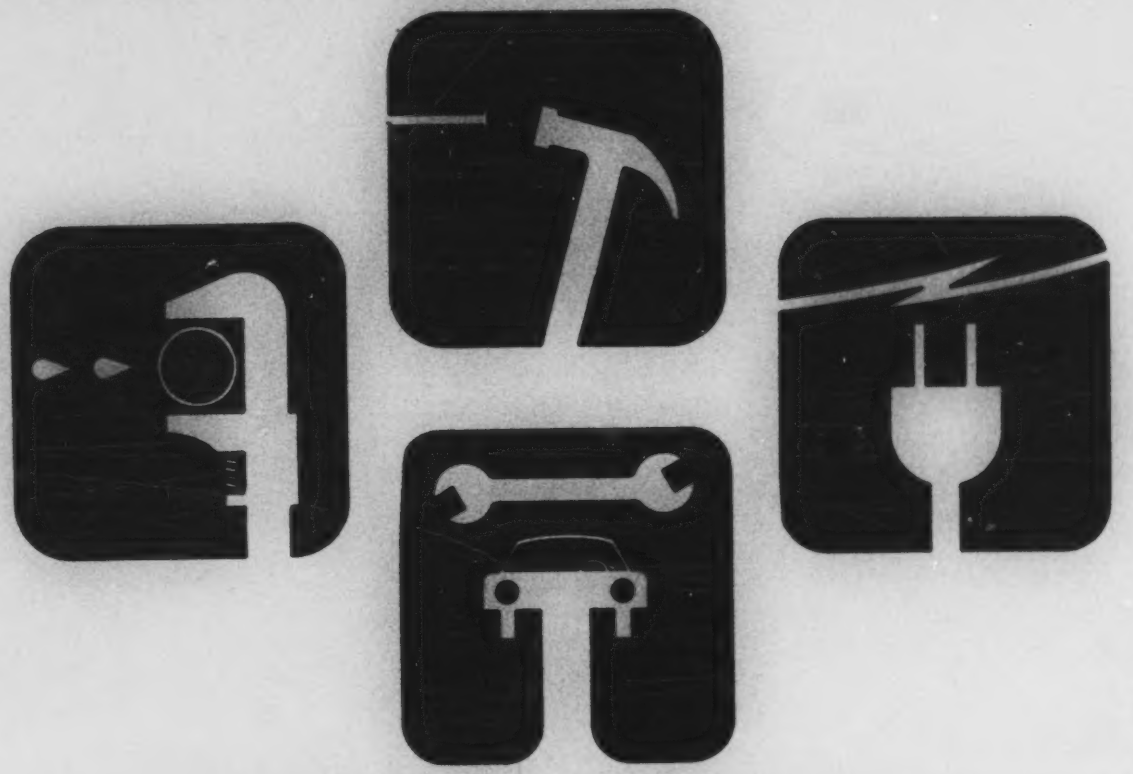

Missouri Department of Elementary and Secondary Education
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University of Missouri-Columbia
Department of Practical Arts and Vocational -Technical Education
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DEVELOPMENT OF A MODEL COOPERATIVE INDUSTRIAL EDUCATION PROGRAM

Project Number: 91-133-110-9

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SECTION 1:

INTRODUCTION TO THE CIE PROGRAM

CONGRATULATIONS on being selected for the position of Cooperative Industrial Education (CIE) teacher-coordinator. The duties and responsibilities are many and varied, but most CIE teacher-coordinators find the job both fulfilling and rewarding. Now the major question becomes -- what do I do? To assist you in your position, a Program Operations and Curriculum Guide for CIE Programs in Missouri has been developed. This is a "model" program guide to assist you in developing a quality program of Cooperative Industrial Education

OPERATING A CIE PROGRAM

Enrolling Students in the Program

Student attraction is an essential element in the CIE program. The teacher-coordinator must develop a number of activities which can be used in attracting students. Some suggestions are speaking with classes; making presentations at local school meetings; circulating announcements about the program through newsletters; appearing on radio or television programs; encouraging referrals from teachers; and many others that are discussed in Section 9 of this guide.

Scenario: A student, Dale, came and discussed entering the CIE program with you last year after listening to your explanation of the program during his English class. Dale will be a senior this year and is 16 years old at present. He indicated that he would like to work as an automotive mechanic and that he expects to work for a dealership in another town five years from now.

He has taken an industrial arts class in the ninth grade and achieved a grade of "C" one semester and a "B" the following semester. His academic record at the local school has been average to above average, mostly "C's" with a few "B's." His attendance record is also average having been absent six times his junior year. You have determined that Dale should be allowed to enroll in the CIE program and that his occupational goal is compatible with your program.

Job Development and Student Placement

The key to every CIE program is taking students who have limited job competencies and placing them in training positions within the community. Good training stations are one of the most critical components of the

program. The training station should provide the student with the opportunity to develop competencies that will enable them to succeed in their career choice.

The training sponsor should be willing to provide on-the-job supervision of the student. A training sponsor must be interested and willing to help the student learn a variety of skills through a well-organized training program. Refer to Section 5 of this guide for assistance in the cooperative education portion of the program.

Scenario: After meeting with Dale during your extended contract period in August, the next step is to assist Dale in securing a training station for the start of school. Dale is currently working at a local restaurant as a counter person, but only took the position until you were able to assist him in securing employment in the automotive field.

Your first step is to locate a proper training station for Dale. You begin your search by reviewing any previous training stations within the automotive industry. Finding none, your next step is to draw upon the available community resources to locate a proper training station. You make contact with several automotive garages in the area and set up appointments to meet with them. Prior to your meetings you review the criteria for evaluation of training stations and the other components of the cooperative education portion of your program.

After several interviews with businesses, you find two local automotive garages that are willing to interview Dale. You contact Dale and he successfully obtains employment on the second interview as a beginning worker in a local automotive garage.

You follow-up Dale's interview with the "new" training sponsor to review the training agreement, Instructional Management Plan development, and specific occupational activities that Dale will be involved in at the training station so that you can prepare occupational specific curriculum.

Classroom Instruction

An important aspect of the CIE program is the organization of classroom instruction. The classroom instruction must be well planned to include both the general related curriculum and the specific related instruction. The general related curriculum is composed of identified core competencies and concerns all members of the class. Specific related instruction is concerned with development of job skills and must be primarily individualized because each student's occupational goal and on-the-job training is unique. Refer to Section 4, Appendix C and Appendix D of the guide for additional information.

Scenario: You begin developing your instructional objectives for Dale and his fellow students in the CIE class. You have decided to follow the model teaching related activities and your first major unit of instruction is Career Research and Planning. You begin by planning your daily lesson plans on Career Research and also begin identifying specific related instructional materials, as well as determining appropriate Instructional Management Plan (IMP) activities that students will complete.

In regard to Dale's specific related instructional materials, you have identified several publications that deal with the future of the automotive industry and the skills that will be necessary for a person to advance in this industry within the next ten years. You develop specific reading assignments and summaries that Dale will complete that correlate with your general group instruction and his occupational goal. In addition, you have specified a specific IMP activity that Dale will complete with his training sponsor to identify the training that his employer completed and the types of continuing training that automotive mechanics will need in the future.

As you design the curriculum for the remainder of the school year, each student in the program has specific related instruction that corresponds to the type of activities he or she will be involved in on the job. For instance, as Dale is ready to learn how to do a "brake-job," you may assign materials that relate to this process. In addition, as you continue with the general related instruction, you are having Dale complete IMP assignments that enable him to better understand his role as a worker in today's business world.

VICA Activities

VICA is an integral part of the CIE program since it provides the members (students) with both general education experiences and occupationally related learning experiences. VICA becomes a teaching method for use by the CIE teacher-coordinator to encourage the development of leadership, followership, and ethical standards. In addition, VICA fosters a responsibility for contributing to the civic, social, and moral welfare of society. Refer to Section 6 of the guide for further information.

Scenario: During the second week of classes, you hold an organizational meeting for the development of your local VICA chapter. Completing the organizational meeting, election of officers were held and Dale was elected to the position of Vice-President. After meeting with the officers of the chapter, a program of activities is developed. The program of activities was developed around the general related curriculum and those activities in which the members determined would meet their

needs. A definite meeting schedule was established, committees organized, and a monthly program established around professional, civic, service, social, and financial activities. One of the major activities to be completed by the local VICA chapter is an employer appreciation function to be held in the spring of the school year.

You reviewed the program of activities and determined which general related competencies could be taught as part of the program of activities established for the VICA chapter. The competencies related to Leadership Development are ideally suited for teaching and evaluating through the VICA chapter. You make the appropriate notations on your record keeping system for competency recording on Dale's and the other students' forms to indicate when the students have achieved mastery of these competencies.

Advisory Committee

A great deal of cooperation between the CIE program and industry personnel takes place through planned coordination visits. However, the most effective way to arrange for in-depth involvement of industry in education is through a formally organized advisory committee. An advisory committee can provide support and assistance to many of the goals and activities of the CIE program and the local VICA chapter. Section 7 of the guide provides additional information on the operation of an advisory committee.

Scenario: In order to be effective, the advisory committee must be structured around a program of activities. The items on the program of activities should then be incorporated into the meeting agendas for each meeting of the advisory committee. You have decided to schedule an advisory committee meeting each nine-week period and have assisted the members of the advisory committee in developing a workable program of activities. It is your responsibility to serve as secretary to the advisory committee and assist the committee in gathering the information they will need to conduct the program of activities. A member of your advisory committee should be either a student currently enrolled (perhaps Dale, who also serves as a VICA officer) or recent graduates of the program.

Program Evaluation

Program evaluation is the task of making judgments about the worth or value of the CIE program. It primarily involves determining the extent to which previously established program objectives are being or have been attained. Section 8 of the guide provides information and documents to conduct an annual CIE program evaluation.

Scenario: During the months of October and November, you should be conducting a student follow-up study and also an employer survey for students currently employed. These studies form the basis of developing an annual program evaluation report. Additional records must be maintained during the current academic year so that this information can be summarized and inserted in the annual report. To assist you in this program evaluation, your local advisory committee has included in their program of activities, a review of the curriculum and a CIE program evaluation. An end-of-the-year report describing the evaluation results and suggestions for improvement of the program should be submitted to local administrators and members of the advisory committee.

As part of the program evaluation, you review the records on Dale to determine the number of general competencies he has mastered, the number of specific related competencies that were mastered, and the total hours and wages Dale earned over the school year. This data on Dale, along with that of his classmates, is entered into your program evaluation report.

Summary

The CIE program's success depends upon how well the teacher-coordinator performs the variety of tasks associated with the operation of the program. The CIE teacher-coordinator's effort should be directed toward the primary goal -- preparing students to enter and advance in their careers within the trade and industrial occupational field. This guide is designed to assist you in fulfilling that program goal.

OVERVIEW OF THE CIE PROGRAM

Cooperative Industrial Education (CIE) is an instructional program offering preparation for employment in the trades and industry. Students enrolled in this program receive classroom training and supervised employment in a variety of industrial occupational areas, such as auto mechanics, auto body, building trades, welding, manufacturing, and electronics. CIE programs may operate as either:

a. Two consecutive years of enrollment, with the junior year for classroom preparation for employment and the senior year for specialized classroom occupational training with supervised employment. It is recommended that only students with senior standing be placed in supervised employment.

b. A senior year only offering, with or without prerequisites to qualify applicants, that has specialized classroom occupational training with supervised employment.

Cooperative Industrial Education (CIE) is a vocational education program based on the cooperative education method. Students receive classroom instruction and supervised employment related to their occupational goal. Written agreements are established between the school and employers specify the educational activities which will occur on the job. These activities must be planned and supervised by the school and the employer so that each contributes to the student's education and employability.

The curriculum consists of both general related group instruction and specialized instruction by occupational area. The core competencies established for cooperative industrial education programs should be included in the general related curriculum. Specific competencies for the student's occupational area are the basis for the specialized instruction.

Supervised employment allows the student to relate classroom instruction to the work place. The training station must be approved by the school, and contribute directly to the development of the competencies necessary for employment and advancement in the student's chosen occupational area. Students must be employed in conformity with federal, state, and local laws and regulations.

The cooperative industrial education program contributes to helping young people secure employment and does not prevent them from furthering their education. Employers benefit because many students remain as full-time workers with their training station after graduation. Graduates of Cooperative Industrial Education programs have stable job ratings, good advancement records, and high satisfaction levels with both their jobs and their school experience. They become productive wage earners and tax payers. Research also shows that Cooperative Industrial Education program graduates have low unemployment rates in the labor force.

Cooperative Industrial Education programs have outstanding records of helping young people bridge the gap between school life and the world of work. There are numerous illustrations of how immature young people made successful transitions from school to jobs with the help of Cooperative Industrial Education programs. Some success stories involve individual students the schools had previously failed to challenge. Cooperative Industrial Education programs have great potential for aiding in the problem of assimilating students into the mainstream of adult society.

SECTION 2:

ROLE OF THE CIE TEACHER-COORDINATOR

The Cooperative Industrial Education teacher-coordinator has many responsibilities including tasks related to the following roles: teaching, coordination, guidance and counseling, public relations and administration.

The success of the program depends upon: (1) how well the teacher-coordinator performs the tasks included in these roles and (2) how well the teacher-coordinator is able to plan and organize the work to maintain balance among the various functions. The teacher-coordinator's effort should always be directed toward the primary program goal -- preparing students to enter and advance in their careers within the trade and industrial occupational field.

The CIE Teacher Coordinator's Roles

The Teaching Role. The primary role of the teacher-coordinator is teaching. Teaching involves directing a learning program that will permit student-trainees to master the attitudes, skills, and knowledge necessary for success in the world of work. In performing the teaching role, the teacher-coordinator must: (1) teach attitudes, skills and knowledge prerequisite to performance on a real-life job; (2) help student-trainees plan their job and community experiences; (3) assist students in forming concepts and principles from their learning experiences outside of the classroom; (4) guide students in developing rational-thinking and problem-solving skills; and (5) advise the local chapter of the vocational student organization.

The Coordination Role. Coordination is an educational activity directed toward the improvement of instruction via combining the efforts of all who influence the learner. Coordination involves selecting training stations, placing students, evaluating student progress on the job, and coordinating theory and practice.

The Guidance and Counseling Role. As a career counselor, the teacher-coordinator has responsibility for the student recruitment, selection, job placement, and counseling. Good communications must be maintained with school guidance counselors as they are aware of students who might benefit from the Cooperative Industrial Education program.

The Public Relations Role. The teacher-coordinator must continuously interpret the program to the public. Therefore, the teacher-coordinator will attempt to achieve good public relations through

practicing good human relations in daily activities and through planned publicity.

The Administrative Role. The extent of the teacher-coordinator's administrative role varies according to the local education agency. Generally, the teacher-coordinator will be involved in a wide variety of administrative responsibilities which include planning, budgeting, reporting, evaluating, and supervising. Many of these tasks are performed in relation to other roles.

The teacher-coordinator is the key to a successful Cooperative Industrial Education program. The role of the teacher-coordinator is complex in that it involves the usual competencies of the classroom teacher and also requires the insights important for career guidance and the capability for bringing the business community into cooperative alliance with the school. Refer to Appendix A for a model of non-teaching related activities outlined by months.

Professional Preparation

Competencies needed by the Cooperative Industrial Education teacher-coordinator are the attitudes, skills, knowledge and understanding deemed necessary to perform the critical tasks of the job. Both technical subject matter and professional competencies are necessary.

Technical competencies refer to abilities teacher-coordinators need in order to help students develop the qualifications that workers need in order to enter and advance in a particular career field. These competencies are associated with the various technical areas taught in the Cooperative Industrial Education curriculum. Technical competencies are developed through participating in technical courses and occupational experience.

Professional competencies refer to those competencies necessary in order to perform the Cooperative Industrial Education teacher-coordinator's total job. Professional competencies consist of those competencies necessary in order to carry out the following job functions: teacher, coordination, guidance and counseling, public relations, and administration.

The following standards for instructors are required for professional certification in Cooperative Industrial Education:

1. Two years or 4,000 hours of approved occupational experience as determined by the nature or level of employment in trade and industrial occupations;

2. Twenty-five semester hours of appropriate subject matter course work. Fifteen of the 25 must be in courses classified as industrial. The other ten hours may be in more general areas such as physical science, economics, management, etc.;

3. Twenty-four semester hours of professional education courses. A minimum of eight hours of professional vocational education is required. Of these eight hours, one course must be in curriculum for industrial education, one in coordination techniques and one in methodology. If these three do not total the eight, others such as Philosophy of Vocational Education may be counted as electives.

Refer to Appendix B for the Missouri Certification Standards for Cooperative Industrial Education Teacher-Coordinators.

SECTION 3:

INSTRUCTIONAL CLASSIFICATION OF THE CIE PROGRAM

The Cooperative Industrial Education (CIE) instructional program offers preparation for employment in the trades and industry. CIE programs may operate either as a two-year program or a one-year, senior-level course offering.

If offered as a two-year program, the following sequence of courses are provided:

Course title:	Cooperative Industrial Education-1
Description:	An instructional program designed to meet the industrial occupation through instruction in a classroom setting. Specifically, cooperative industrial education offers instruction with the primary goal of preparing individuals for entry, adjustment and advancement in trade and industrial occupations. It may serve as a prerequisite for CIE-2. Offered the junior year.
Course code number:	170001
Type of certification:	CIE
Type of credit:	Elective (one unit for a year-long class, for one period per day)
Prerequisite:	None required

Course title:	Cooperative Industrial Education-2
Description:	An instructional program designed to provide specialized occupational instruction in the trades and industrial field in conjunction with Supervised Cooperative Industrial Education Employment. Offered the senior year.
Course code number:	170002
Type of certification:	CIE
Type of credit:	Elective (one unit for a year-long class, for one period per day)
Prerequisite:	CIE-1

Course title:	Supervised Cooperative Industrial Education Employment
Description:	Students are placed in a training station that directly contributes to the development of the competencies necessary for successful employment in the occupational field of trades and industrial. Must be concurrently enrolled in CIE-2.
Course code number:	170080
Type of certification:	CIE
Type of credit:	Elective (one to two units for either one or two periods per day for year-long employment)
Prerequisite:	CIE-2 enrollment

NOTE: If offered only as a single, senior-only course offering, the Cooperative Industrial Education-2 class and the supervised Cooperative Industrial Education Employment is provided.

Students, upon completion of the course, are granted one unit of credit; thus if the CIE program is a two-year program, the student could earn two units of credit for completing CIE-1 and CIE-2. In addition, one hour of credit is awarded for the supervised employment if the student averages ten hours of on-the-job training per week. An additional one unit of credit may be earned for supervised employment, if the student averages twenty hours of on-the-job training per week. The maximum number of units of credit a student may earn in one year is three (one for completion of the course and two for the supervised employment). Based upon satisfactory performance, students may earn a separate grade and credit for both the classroom and on-the-job training activities. In some situations, a single grade and credit may be awarded for both the classroom and on-the-job training activities.

SECTION 4:

CIE INSTRUCTIONAL PROGRAM

When a well-articulated and -coordinated program of instruction exists, the curriculum becomes interrelated to a high degree. There is important interaction among and between the four main sources of learning: classroom, training station, community, and the vocational student organization.

Instruction in the Classroom

The classroom is the location of some individual instruction, a considerable amount of small group instruction, and nearly all of the total class instruction. It is also the setting for teacher-pupil planning of certain aspects of content and learning activities. Many of the social competencies and capabilities that are best learned through peer-group instruction should be learned in the classroom. The classroom setting also is needed to develop minimum proficiencies in competencies entailing a high degree of risk before they are applied on their jobs. In many cases, employers cannot allow student-trainees to practice their skills and experiment with performance methods while they are on the job. Also, theory and principles are very difficult to learn on the job alone because of the time needed to teach them and the limitations of the training sponsors in organizing this type of instruction. Classroom instruction must be articulated with on-the-job instruction and knowledge gleaned from experiences in the vocational student organization and in the community.

Instruction at the Training Station

Instruction at the training station may be considered in two parts: instruction that is independent of the job for which the student-learner was hired, and that which is received on the job from training sponsor and co-workers. Both are important in a student's career development.

Nearly all training stations offer opportunities for learning beyond the immediate job -- how the organization functions, opportunities for advancement, career opportunities, first-hand information about the way of life and value systems of workers in other departments, and so on. Whether or not a student-learner takes advantage of such opportunities rests largely with the CIE teacher-coordinator. Most students remain ignorant of such learnings unless they are assigned to study them. Adding information gleaned from the training station broadens a student-leaner's experience, moving the curriculum a step above the job training only.

Instruction in the Community

Part of the function of bridging the gap between school and community is to teach student-learners to use sources of information that will be readily available to them after completing the program. Such sources may be divided into three categories: those in the community, those in the home, and those in the school.

Student-learners may be given assignments relative to their career goals which draw on information obtained from community resources in the area. For example, they may use the public library as a source of information, also the Better Business Bureau, the Chamber of Commerce, the telephone company, City Hall, real consumers, shoppers, customers, competing businesses, workers in other occupations, and other resources. In effect, all cooperating training stations where the student-learners are placed contribute indirectly to the development of each student-learner through class discussions in which all the establishments are mentioned. During class discussions the various practices and procedures of the cooperating training stations may be compared. Such discussions lead to the discovery of underlying principles governing those practices. Thus student-learners gain transferable understandings rather than narrow job skills, moving their curricula another step above job training only.

The home may be excellent resource when students are taught to use it properly for that purpose. Parents, brothers and sisters, other relatives, and friends can provide opinions and information, particularly about competencies in the realm of occupational adjustment.

There are many neglected learning resources within the school system itself which may be considered community resources in a broad sense because they are not part of the regular instructional staff of the program. Teachers, clerical staff, and maintenance personnel are workers, too, subject to many of the problems of the co-workers of the student-learners, and when properly approached may make excellent resource persons. Students frequently are equally good resources and, for certain types of problems, guidance counselors and school administrators can be very helpful. Of course, each faculty member is an expert in their teaching field, a resource that is often overlooked.

Instruction Through the Vocational Student Organization

A vocational student organization is a vehicle for helping future personnel develop group membership and leadership competencies which prepare them for satisfying and satisfactory roles as adult citizen workers. Some of the most effective learning takes place when the students assume the major responsibility for planning and conducting their own activities. However, guidance by the advisor is needed if the group

members are to select activities that further the development of competencies needed in a work environment.

The use of resource speakers at student-planned meetings, field trips, and state and national conferences bring student members into contact with representatives from business and industry, thus providing more information on career opportunities and exposure to many outstanding role models. Other activities, such as sales projects and community service programs, supplement the learning that takes place on the job and in the classroom. Self-direction and the ability to organize group efforts are developed in the student-centered VICA chapter.

Articulation of Instructional Functions

The CIE teacher-coordinator, as a manager of instruction, must assume the role of coordinating the input stemming from the classroom, training station, the community and the vocational student organization. The process of instructional coordination starts with the student's occupational objective. At the onset, the student-learner is placed in a training station which will assist in progressing toward the occupational objective. The training sponsor assists the CIE teacher-coordinator in planning relevant learning experiences at the training station and elsewhere.

The CIE teacher-coordinator is then able to make assignments and plan activities that dovetail into the student-learner's schedule at the training station.

Overview of the Curriculum for the CIE Program

It is generally thought that the most effective vocational training consists of a combination of classroom and on-the-job instruction. Cooperative Industrial Education (CIE) includes related classroom instruction that is delivered concurrently with the on-the-job instruction.

Related instruction associated with CIE may be classified according to two major types -- general related and specific related instruction. General related instruction includes those units identified in the Missouri Core Curriculum for Cooperative Industrial Education:

Career Research and Planning
Technology Awareness
Employment Orientation
Human Relations
Job Application and Interview
Leadership Development

Private Free Enterprise Economics
Occupational Communications (written and oral)
Occupational Mathematical Computations
Occupational Safety
Individualized Instruction

These topics are important for all workers to know in a private free enterprise system; whereas, specific related instruction includes topics that tend to make an individual more proficient in one occupational area. For example, auto mechanic trainees would be receiving specific related instruction if they were learning about such things as front end alignment, electrical systems, power trains, brakes and exhaust systems. They would, however, be receiving general related instruction if they were learning about such topics as relationships on the job, safety, technology and other topics (identified in the Missouri Core Curriculum) that would be valuable for all workers to know. Specific related instruction is sometimes referred to as technical, occupational or job related instruction. (Refer to Appendix C for a listing of the CIE General Related Core Curriculum, expected student learning outcomes, and cross-referenced instructional materials.)

Specific related instruction should be correlated with on-the-job instruction and should be based on:

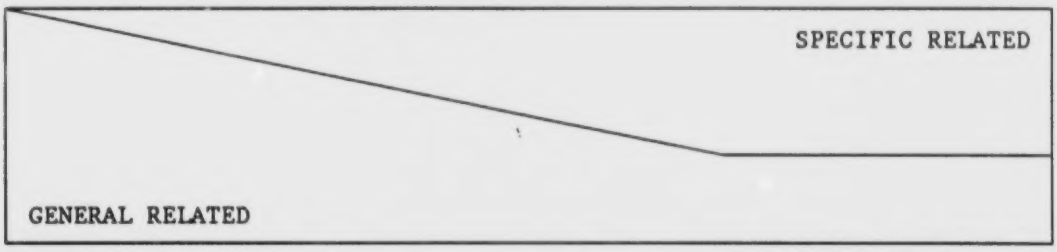
1. the needs of students being served,
2. the requirements of the occupation, and
3. the goals of the program.

The instruction should be planned for the purpose of providing:

1. career education,
2. personal and/or on-the-job instruction, and
3. occupational development

Organizing CIE Curriculum and Instruction

The following strategy for organizing general and specific related CIE instruction is generally accepted:



The strategy suggests that more general related information be presented at the beginning of a CIE class, and increasingly more specific related instruction be presented as the class progresses. Some would suggest that, after the semester has been in session for a few months, a 1 to 4 ratio between general and specific related instruction respectively should be achieved. The CIE teacher-coordinator can usually plan three days a week for general related instruction and two days a week for specific related instruction. Many prefer to teach the general related curriculum Monday through Wednesday and the occupational specific studies on Thursday and Friday.

Delivering CIE General Related Curriculum

There is no single format for a lesson plan. A local school district may have a standard format that is required. If that is true, then the plans should fit that format. Some schools are not that strict; they will permit any plan that is well organized and contains sufficient information for administrative approval.

Before writing or developing lesson plans, there are several questions that should be asked or kept in mind.

1. What is the purpose of this lesson? What do I hope to achieve by teaching it?

2. Why should it be taught? What value is it to the students? Will it be worthwhile or help them in their career?

3. How does it fit into the overall program aims, objectives, instructional goals? Does it meet one or more of the essential elements? does it fit into the core curriculum course?

4. What prior knowledge or skill is required? What specific competency should be mastered by this lesson?

5. What do my students need to know? Therefore, what do I need to teach?

6. Do I want my students to --

   a. have only a general awareness of the subject?
   b. have detailed knowledge about this subject?
   c. develop or change attitudes as a result of this subject?

7. How long will it take to teach this unit? How much of this material will I want my students to recall, remember, or be able to use in solving problems or finding solutions?

8. How do I plan to apply this information to useful career preparation?

9. How will I evaluate what my students have learned?

In other words, these questions help you focus on the real essentials of your program and its instructional purposes. It is easy to rationalize or justify teaching "nice to know" or "interesting" topics. But do these topics have any bearing on the curriculum? A lesson plan should have this information:

*a lesson title
*unit identification (from curriculum guide)
*learning or performance objectives (what your students should be able to recall or do after you have taught)
*time schedule
*teaching outline (teaching activities)
*student activities
*evaluation plan (test or other methods to indicate how you will evaluate the learning outcomes of the objectives)

The Process of Lesson Planning

A lesson plan is a single step toward an eventual curriculum goal. If you planned only on a day-to-day basis, you would lose sight of your goal. The only logical way to make daily lesson plans is to begin with the year's program and work backwards to the daily plan.

Step 1. Look at the entire curriculum for the year. Break it into large segments of semesters, then nine week periods. Prepare a master plan sheet that is divided into 36 weeks (18 weeks per semester).

Step 2. Decide the approximate total number of days that you will spend with core curriculum and with specialized (individualized studies) curriculum.

Step 3. Plan topics and subjects on a daily basis. Begin writing daily lesson plans for each nine-week period.

Step 4. Plan supporting activities that tie in with the curriculum. These include VICA, coordination, instructional management plans and reports, advisory committee meetings, tests, out-of-town trips, and so on.

Step 5. Review plans each nine weeks to ensure that you are teaching main topics, then alter future plans to fit your program needs.

A sample lesson plan (Figure 4.1) is provided.

Figure 4.1 Model Lesson Plan

CIE

TITLE: Listening Strategies

UNIT: Occupational Communications

COMPETENCY: Illustrate listening strategies that improve understanding and performance on the job.

OBJECTIVES: When this lesson has been taught, the students should be able to --

1. define listening as a communication skill;
2. name at least three things they can do to sharpen listening skills; and
3. show evidence of listening selectively during the evaluation exercise.

SAMPLE LESSON PLAN

Time	Teaching Activity	Student Activity
10 minutes	Draw two-way communication model on chalkboard. Explain why listening is a necessity for two-way communication.	Draw model in class notebook section.
10 minutes	Give definition of listening. Ask questions, "How do I know that you have listened when I talk to you?"	Students respond by naming ways we measure listening.
15 minutes	List and explain each of the six methods of developing listening as a skill and habit.	Students discuss need for learning to listen to supervisor on the job.
10 minutes	Demonstrate listening as a communication skill by using the "star" drill routine.	

Evaluation: Perform Project #2 on Page 164 of World of Work.

Planning Specific Related Instruction

Two important characteristics of specific related instruction are that it should be individualized and correlated with the on-the-job instruction. This is important because there will be many different occupations represented in the related class, and even students who are training in the same occupation are not likely to be working in the same area at the same time.

Specific related instruction that is delivered as close to the time when the trainee will need the information on the job will be more effective. Specific related topics are identified during the time when the CIE teacher-coordinator and training sponsor are developing the Instructional Management Plan (IMP) and determining occupational specific tasks that the student will be engaged in at the training station.

Obviously, CIE teacher-coordinators may not be knowledgeable about all occupations that are represented in their classes. Fortunately, high quality individualized curriculum guides have been developed for virtually all occupations. The CIE teacher-coordinator's task, therefore, is to obtain necessary specific related curriculum guides for the occupations in which students are placed.

Most specific related study guides for CIE contain teacher's guides, programmed or individualized student booklets, a list of needed reference materials, tests, and answer keys. CIE teacher-coordinators normally work to develop a collection of specific related instructional materials for occupations that may be used by currently enrolled or prospective CIE students.

Delivering CIE Specific Related Instruction

It is not unusual for each student in a CIE class to begin working on a different topic or project at the same time. Because of this phenomenon, individualizing related instruction becomes imperative. The CIE teacher-coordinator must become a classroom manager/facilitator.

The Specific Curriculum

There are several different types of individualized instruction that may be used to deliver the occupational specific curriculum; some examples are:

1. **Individualized study assignments** are specific amounts of work and a specific format that each student is assigned. They normally follow a pattern of reading, analyzing, and answering

questions, then follow up with a project or activity that is the direct application of the information. The major goal of these studies is to correlate the information gained in the classroom to the job experience at the training station. For this reason, the training sponsor helps determine what the student needs, and the teacher-coordinator makes the assignments in the classroom. The student's individualized study program is based on (a) the Instructional Management Plan and (b) the competency profile for that occupation.

2. **Contract learning** is another program but is less structured than the individualized study assignment. The student determines the goals he or she wants to accomplish, sets the program of work, and contracts with the teacher-coordinator for both approval and monitoring. The teacher-coordinator acts as both counselor and advisor. Independent study works best with mature students and those with specific occupational goals in trade and industry. Students have access to a wide variety of study materials, which include individualized publications, textbooks, library references, trade journals and publications, catalogs, and industry literature. Students preparing for VICA competitive events may use this system without interrupting the program of other students in the classroom.

   Some teacher-coordinators give students a choice between the study assignments program and the contract study type. Some prefer to begin with the former and gradually move toward more independent study later in the year. Each teacher-coordinator must determine how best to administer the specific related curriculum.

3. **Self-directed study** is another type that may be used, but it usually works best with experienced students. This style uses both classroom studies and outside research projects based on the individual's goals and occupational interests. It gives the student the opportunity to investigate other occupations in trade and industry. It depends strictly on self-motivation by the individual student and an approved program of work developed in conjunction with the teacher-coordinator.

Evaluating CIE Specific Related Instruction

CIE teacher-coordinators are responsible for evaluating student performance in related classes and submitting grades that represent

student achievement. When students are involved in lock-step programs in which all students learn the same thing at approximately the same time, evaluation is much simpler.

CIE curriculum plans that include ONLY general related topics frequently utilize the traditional evaluation mode to determine where students fit under the so-called normal curve of distribution. CIE specific related instruction would be more compatible with a pass/fail grading system rather than a system of letter grades, but because of the need for class rank and grade point averaging, the pass/fail system is seldom used.

The approach to the tasks of evaluation taken by many CIE teacher-coordinators is to consider the two types of instruction (general and related) separately. General instruction is frequently evaluated using the traditional test mode; whereas, the specific related instruction is judged by considering the amount of effort expended and the quality of each student's work.

Evaluation of CIE students on specific related curriculum should relate more to assessing student growth in meeting stated outcomes than it does to determining numbers of units completed. To achieve this ideal, CIE teacher-coordinators may have to give up some of the security inherent in using evaluation techniques that are based on well defined grading systems.

For example, the CIE teacher-coordinator can use oral testing for individual assignments. After a student has completed a unit in an individualized study manual, he/she can be asked selected questions to determine precisely what has been gained. This is more expedient than attempting to make up test items for each student in the program. The CIE teacher-coordinator could set aside certain days as oral test time.

Coordinating the General/Specific Curricula, IMP, and VSO (VICA)

To ensure that the Cooperative Industrial Education program is meeting the needs of the students, the CIE teacher-coordinator must have a curriculum plan that incorporates general related instruction (Missouri CIE Core Curriculum); specific related instruction for each student; Instructional Management Plans that specifies application experiences related to both the general related curriculum, specific related curriculum and specific occupational tasks; and the incorporation of the vocational student organization (VICA) into the instructional process.

Lesson plans of the CIE teacher-coordinator need to reflect the four components of curricula in the program. A typical unit of instruction (general related) would be supplemented with specific related instruction

and IMP learning applications for both the general related and specific related instruction that would be utilized. VSO activities can be incorporated into the classroom instruction or used as a learning application for the IMP. Refer to the model teaching-related activities in Appendix D as a guide.

SECTION 5:

COOPERATIVE EDUCATION COMPONENTS OF THE CIE PROGRAM

Cooperative Education is a method of instruction for Cooperative Industrial Education students whereby students receive on-the-job training which contributes to the over-all instructional program. The instruction, through written agreement between school and employer, is a contribution of study in school with employment in a trade and industrial occupation. The related instruction and paid on-the-job experiences are planned and supervised by the CIE teacher-coordinator and employers so that each contributes to the student's education and to his/her career objective. Quality program components include the following aspects:

Training Station

The training station is the term used to identify the place of CIE student employment. The training station is an extension of the school; it is the community laboratory for the program. Success for the Cooperative Industrial Education program depends upon the quality of the training station; therefore only those companies and industries who maintain high standards should be utilized as training stations.

It is essential that firms selected to train Cooperative Industrial Education students have high ethical standards in dealing with their clientele and their employees. Some of the policies and practices to consider in selecting suitable training agencies are: (a) wage scales in relation to those paid for similar occupations in the community; (b) relationships with labor groups and other employers, and with customers and clients; (c) work standards and efficiency of operation; (d) hiring, promotion, and dismissal practices; (e) working conditions and employer concern for well-being of employees; (f) credit record and financial stability; and (g) support of community activities and welfare. Figure 5.1 provides an example of a form that can be utilized in evaluating potential training stations for the CIE program.

Training Sponsors

The person in the training station who is responsible for the day-by-day instruction of the CIE student is designated as the training sponsor. The training sponsor should have technical competencies in the jobs to be taught.

Figure 5.1

EVALUATION OF TRAINING STATION

Name of Firm _____ Date Visited _____

Address _____ Owner's Name _____

Contact Person _____

Title _____ Department _____

Type of Business _____ No. of Workers _____

Possible Beginning Jobs for Work Stations:

Job Title _____ No. of Workers at this level _____

Job Title _____ No. of Workers at this level _____

RATING FACTORS	GOOD	AVERAGE	FAIR	REASON
1. Interest of Management in training program				
2. Interest of Supervisors in trainees				
3. Suitable occupations for training				
4. Opportunity for variety of work experience				
5. Facilities available for training				
6. Employment opportunity after graduation				
7. Opportunity for advancement				

RATING FACTORS	GOOD	AVERAGE	FAIR	REASON
8. Pay scale commensurate with others in same job				
9. Potential for continuous employment				
10. Accessibility to school				
11. Lack of hazards (morals, hours, dangers)				
12. Provides equal opportunity for employment				
13. Facilities are accessible to the handicapped				
14. Accepts trainees as part of regular work force				

OVERALL EVALUATION (Check One)	EXCELLENT ( )	GOOD ( )	AVERAGE ( )	FAIR ( )	POOR ( )

Potential
Job Supervisors:

Name _____ Title _____ Dept._____

Name _____ Title _____ Dept._____

They should have the ability to adapt job instruction to the learning style and capabilities of the student. They should be skilled in human relations and be sensitive to the students' needs for recognition, guidance, and direction. The training sponsor's ethics and work habits should serve as a model for the student to emulate.

The training sponsor should be willing to work with the teacher-coordinator in planning on-the-job learning experiences and related classroom instruction and in evaluating student progress. Most training sponsors are very competent in their occupational field but some have difficulty in teaching others to perform work. They often tend to assume that the learner can perform a task after being told and shown once how it should be done. Time taken to educate the training sponsor in methods of analyzing tasks to be taught and in using the step-by-step method of (1) preparing the learner, (2) presenting the material, (3) applying the learning, and (4) checking on learning will result in better job instruction for students. The CIE teacher-coordinator may thus make a contribution to the training efficiency of a firm by training supervisors to be better job instructors.

Training Agreement

The training agreement enumerates the specific responsibilities of each party involved in the CIE program. It is signed by the employer (or training sponsor), the student, the parent or guardian, and the teacher-coordinator. Each party signing the training agreement should receive a copy. Although the training agreement is not a legal document, it serves as an "informal agreement" which, except for just cause, should be honored by all parties. A sample training agreement is shown in Figure 5.2.

The following parties are usually included on the training agreement:

1. The purpose of the training agreement
2. The career goal of the student
3. The duration of the training period
4. The minimum and maximum hours of work
5. Wage agreement
6. School credit to be earned by the student
7. Employer responsibilities
8. School and teacher-coordinator responsibilities
9. Parent responsibilities
10. Student responsibilities

Figure 5.2

TRAINING AGREEMENT

PROGRAM_____ TEACHER-COORDINATOR_____

Student-learner_____ Employer_____
Home Address_____ Address_____
City_____ Zip_____ City_____ Zip_____
Phone_____ Phone_____
Supervisor_____

Student-learner's Job Title_____
Age_____ Birthdate_____
Social Security Number_____

TRAINING PERIOD
Beginning Date_____ Ending Date_____
Hours/Week_____ Hourly wage_____

The student enters this program to learn as much as is possible for the employer to provide in the nature of job information, skill and attitudes.

The employer will determine the pay and hours the student will work. To earn credit the student must work a minimum of 10-15 hours per week.

THE STUDENT LEARNER:
1. will, while in the process of training, have the status of student-learner and will not displace any regular employee.
2. will conform to all rules and regulations of the school and the training site. The employer expects honesty, punctuality, cooperation, courtesy, and willingness to learn.
3. will maintain regular attendance at school and on the job. On-the-job attendance includes days when school is not in session (e.g., Christmas break).
4. will report absences in advance to the employer and teacher-coordinator. The student cannot receive credit for work on days when not in school unless previously approved by the teacher-coordinator.
5. will keep all records and attend all recognition events (e.g., Employer Appreciation Banquet) associated with this program.

THE PARENT/GUARDIAN:
1. will encourage the student-learner to do well in work experience.
2. will be responsible for providing transportation for the student-learner for the work experience activity.
3. will be responsible, along with the student-learner, for the safety and conduct of the student-learner while he/she is at or between the school, the training site, and home.

THE TEACHER-COORDINATOR:
1. will consult with the training site supervisor concerning the student-learner's work.
2. will make periodic contacts/visits to the training site.
3. will counsel the student-learner about the work experience.
4. will be available to help with training problems or program changes. Contact the teacher-coordinator whenever help is needed.

THE TRAINING SITE SUPERVISOR:
1. will train the student-learner with the competencies included in the Training Plan and those needed for all job-related duties. Training should include safety instruction.
2. will help in the evaluation of the student-learner.
3. will conform to all federal, state and local laws and regulations regarding employment and compensation of student-learners. Student-learners are not eligible for unemployment benefits but must be covered by worker's compensation.
4. will reserve the right to discharge the student-learner for just cause from the training site. The teacher-coordinator requests consultation prior to the action.

The training may be discontinued at any time by any of the signers of this agreement, but each agrees to notify the others in advance. In the event that training is terminated, the teacher-coordinator will make final determinations concerning credit received and reassignment of the student-learner.

All adjustments in the training must be made through the teacher-coordinator.

It shall be agreed that all parties participating in this program will not discriminate in training and/or employment opportunities on the basis of race, color, religion, sex, national origin, or handicap.

_____ Date_____ _____ Date_____
Student Training Supervisor

_____ Date_____ _____ Date_____
Parent/Guardian Teacher-Coordinator

Instructional Management Plans

Underlying the concept of Instructional Management Plans (IMP) is the correlation between the curriculum of the Cooperative Industrial Education program and sequenced application experiences for the student-learner. The IMP serves as a master plan for the teacher-coordinator, training sponsor, and student-learner. The development of the IMP for any Cooperative Industrial Education student-learner should focus on the student-learner's stated career objective. The student-learner's career objective provides for the relevant instructional discipline of curriculum knowledge to be established. It is from this curriculum base that the IMP is formulated.

Application experiences are those activities designed to assist the student-learners in reaching their career objectives. This includes classroom, on-the-job, and vocational student organization activities. Although the Instructional Management Plan ordinarily lists the on-the-job learning activities in reference to an outline of classroom instruction, a complete Instructional Management Plan will have specific tasks of the student-learner's part-time job which are important learning experiences and should be detailed on the IMP. Competency profiles have been developed that list the competencies required of a specific occupational code and should be utilized in the development of the IMP. However, if the student-learner is to obtain experiences in related job tasks and in experiences that will prepare him/her for advancement, it is necessary to design application experiences that both the training sponsor and the student-learner feel are appropriate and feasible. Some of these application experiences may involve observation of the job, interviews with the manager or other employees, and/or consultation with the training sponsor to obtain information. Writing the report of such observations and interviews may be done at home, or at times, in the classroom, but the activity should be specified as on the job because the training station or job is the source of the information.

At the beginning of the cooperative arrangement, the teacher-coordinator should share the plan of instruction (curriculum) with the training sponsor, perhaps even sharing with them the student's textbook and anticipated application experiences. In many instances the training sponsor may be helpful in designing application experiences that would be more directly feasible and practical within a specific occupational area. Periodically, the teacher-coordinator while on coordination visits, should advise the training sponsor what competency areas will be covered in the next period of instruction and the application experiences the student-learner will be working on. Classroom instruction and on-the-job experiences can be organized into a truly cooperative education experience if the student-learner can use their on-the-job experiences in the classroom and if the employer can be involved in their "employee's" classroom activities.

The use of the Instructional Management Plan by Cooperative Industrial Education teacher-coordinators within their programs should have application experiences for the student-learner that will provide a better insight into the occupational area, the job, and develop job skills by the individual student-learner. A sample Instructional Management Plan form is shown in Figure 5.3.

Occupational Codes for Supervised Employment in CIE

Students in the Cooperative Industrial Education program have selected the program to prepare for occupational areas in the trade and industry field. The training station in which students are placed as a part of the supervised employment phase of the program must be appropriate for the occupational category of the Cooperative Industrial Education program.

The Classification of Instructional Programs (CIP) designates occupational fields by code numbers. Placements for CIE programs are usually designated by the code "46." Occupational listings for this code are as follows:

46.00 Construction Trades

- 46.01 Brickmasonry, Stonemasonry, and Tile Setting
- 46.02 Carpentry
- 46.03 Electrical and Power Transmission Installation
- 46.04 Miscellaneous Construction Trades
  - Building Maintenance
  - Concrete Planking and Finishing
  - Drywall Installation
  - Painting and Decorating
  - Plastering
  - Roofing
- 46.05 Plumbing, Pipefitting, and Steamfitting

In addition, appropriate placements may include other CIP codes such as:

47.00 Mechanics and Repairers

- 47.01 Electrical and Electronic Equipment Repair
- 47.02 Heating, Air-Conditioning, and Refrigeration Mechanics
- 47.03 Industrial Equipment Maintenance and Repair
- 47.04 Miscellaneous Mechanics and Repairers
  - Gunsmithing
  - Locksmithing and Safe Repair
  - Musical Instrument Repair

Figure 5.3

Instructional Management Plan

For: _____ **Occupational Goal:** _____

School: _____ **Training Station:** _____

Ratings are assigned by the instructor in conjunction with the training sponsor (where appropriate).

RATING SCALE

4—Superior Performance by student learner
3—Above Average Performance by student learner
2—Average Performance by student learner
1—Poor Performance by student learner

	Curriculum Goal	Application Experience	Training Sponsor Evaluation for Current Grading Period: ____
WEEK 1			
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			
WEEK 6			
WEEK 7			
WEEK 8			
WEEK 9			

Audio-Visual Equipment Repair
Shoe and Boot Repair
Watch Repair
47.06 Vehicle and Mobile Equipment Mechanics and Repairers

48.00 Precision Production
48.01 Drafting
48.02 Graphic and Printing Communications
48.03 Leatherwork and Upholstering
48.04 Precision Food Production
48.05 Precision Metal Work
48.06 Precision Work, Assorted Materials
48.07 Woodworking

In addition to the above CIP codes, Cooperative Industrial Education programs can serve students in other trades and industrial occupations which may not be classified in these codes.

The Coordination Visits

The major purpose of visits to a training station is to coordinate the individual student's job experiences with the classroom-related instruction. Visits should be made on a regular monthly basis, and there should be a definite reason for a visit. Time should never be taken for mere "drop-in" or social visits where there is no definite business to be transacted.

One method of keeping coordination visits school/student-centered is to take the IMP and other individual records. These may be in a file folder or notebook. An IMP can have marginal notes and other markings without destroying its effectiveness. However, it is better to use other paper or forms for making coordination remarks and notes for follow-up.

The visit should be businesslike, and it is highly recommended that the teacher-coordinator make an appointment to meet with the training sponsor. Insofar as possible, do not interrupt the student in his or her normal job duties; however, the student should see the teacher-coordinator in the place of business. Being seen has several positive effects: (1) The student makes a mental connection between school and work. (2) The student is more likely to take school and work attendance seriously. (3) The student becomes aware that the teacher-coordinator takes the training situation seriously.

Coordination Visit Report

The Coordination Visit Report is probably the most effective tool for (a) correlating job observations with specific related instruction and (b) providing continuity from one visit to another.

Complete a Coordination Visit Report for every visit made--whether it is for evaluation of the company as a training station or observing a student. This report should be filled out as soon as the visit is complete. The CIE teacher-coordinator should record impressions, observations, and any comments made by supervisors, co-workers, or the student. Note specifically any follow-up action that needs to be taken; indicate the need to observe the same technique or task on the next visit. Record the names and job titles of all those individuals met; itemize the different pieces of equipment the student is using or is located near.

Before revisiting any specific training station (or prospective one), utilize the Coordination Visit Report. Plan any special questions that need to be posed; review the student's progress and the training sponsor's comments from the last visit. Review the names of individuals at the business.

Filling in the Coordination Visit Report for each visit may seem to be time consuming but the benefits derived are great in terms of providing continuity for specific instruction and future visits. Refer to Figure 5.4 for an example of a Coordination Visit Report.

Evaluation

Periodic evaluation of a CIE student's performance at the training station serves many purposes: it is used as a measure of achievement and progress, as an important component in determining a grade for one or more units of school credit, and as a method of determining further training.

Emphasis during evaluation should be placed on the application experiences outlined in the Instructional Management Plan, general worker traits, and critical technical competencies of the student. Rating forms that are filled in by employers (training sponsors) are the most common type of evaluation device for collecting information regarding the student in the three areas. Figure 5.5 illustrates an example of a general evaluation form used in conjunction with the IMP.

In order to obtain valid and reliable ratings, the teacher-coordinator should meet with the training sponsor to complete the rating form. During this visit, the teacher-coordinator can solicit constructive suggestions, as well as determine additional application experiences for the student's IMP or new technical competencies that the student will be learning.

Figure 5.4

CIE COORDINATION VISIT REPORT

Information	Purpose of Visit (Check)
Student _____	Student Observation _____
Business_____	Visit w/Supervisor _____
Training Sponsor _____	Evaluation for Period _____
Date of Visit _____	Problem Situation _____
	Other (list):

Summary Comments: Record observations made, actions taken and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

By Training Sponsor:

Other:

CIE Teacher-Coordinator

General Evaluation

Ratings are assigned by the instructor in conjunction with the training sponsor (where appropriate).	RATING SCALE **4—Superior Performance by student learner** **3—Above Average Performance by student learner** **2—Average Performance by student learner** **1—Poor Performance by student learner**

Work Habits and Personality Traits	Training Sponsor Evaluation for Period
Punctual: Gets to work on time No. of times absent _____ No. of times tardy _____	
Appearance: Neat, well-groomed, appropriately dressed	
Dependability: Prompt, trustworthy, follows directions, meets obligations	
Adaptability: Catches on fast, follows detailed instrucuon well, can switch jobs easily	
Ability To Get Along: Cooperative, well mannered, has social and emotional stability	
Job Attitude: Enthusiastic, a good team worker, willing to work and cooperate, desires to improve	
Initiative: Ability to work without supervision, sees things to do	
Accepts Suggestions: Eager to improve, seeks assistance, follows through	
Care of Materials and Equipment	
Additional Evaluation Items:	

Do you think this student learner is performing as well as any other beginning worker in the same job?

☐ **Yes** ☐ **No** ☐ **Not Sure** **(Why)** _____

Do you plan to ask the student learner to assume new duties in the next month? ☐ **Yes** ☐ **No**

If Yes, what duties: _____

Validating Signatures

_____	_____	_____
Student Employee	**Employer**	**Teacher/Coordinator**

Student Records

The teacher-coordinator has the responsibility for maintaining records of each student enrolled in the Cooperative Industrial Education program. Typical information collected are absence and tardiness records, students' work hours, wages paid, vocational student organization participation, and others.

In collecting earnings information (hours and wages), it is recommended that the teacher-coordinator either maintain a file of paycheck stubs of the student or that a system be developed where the teacher-coordinator verifies this information periodically. This information is needed to certify employment and hours worked by the student to designate the number of school credits that the student may be enrolled for in the program. Figures 5.6 and 5.7 are examples of two forms that could be utilized for collecting earnings information.

PAY RECORD

NAME _____ EMPLOYER (Co.) _____ SEMESTER _____ 19____

PAY PERIOD FROM	TO	HOURLY RATE	HOURS WORKED	AGGREGATE HOURS WORKED	GROSS PAY	GROSS PAY TO DATE	DEDUCTIONS			NET PAY (take home)	TOTAL NET PAY TO DATE
							TAXES	FICA	OTHER		

Figure 5.6

COMPLETION OF THIS FORM FOR EACH TERM IS A REQUIREMENT AND MUST BE COMPLETED TO OBTAIN GRADE

Figure 5.7

SAMPLE
WAGE AND HOUR REPORT

Name _____ Month of _____

Day of Week	Day of Month	Hours Worked School Days	Hours Worked Other Days	$ Rec'd School Days	$ Rec'd Other Days
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				
	12				
	13				
	14				
	15				
	16				
	17				
	18				
	19				
	20				
	21				
	22				
	23				
	24				
	25				
	26				
	27				
	28				
	29				
	30				
	31				
TOTALS					

Total hours worked in this month _____ Total hours worked to date_____

Total wages earned in this month _____ Total wages earned to date_____

Total savings this month _____ Total savings to date _____

SECTION 6:

VOCATIONAL STUDENT ORGANIZATION FOR THE CIE PROGRAM

VICA (Vocational Industrial Clubs of America) is the vocational student organization associated with the Cooperative Industrial Education program. The local VICA chapter can be a valuable tool in helping students mature and choose a career wisely. Students enrolled in the Cooperative Industrial Education program, like those in all vocational education programs, should have the opportunity to develop abilities in leadership, scholarship, citizenship, and cooperation; improve self-confidence; and participate in civic, social, and recreational activities. They should be encouraged to join the vocational student organization.

The Cooperative Industrial Education program teacher-coordinator serves as the advisor of the local VICA chapter. The teacher-coordinator should assist with all activities. In addition, certain vocational student organization activities should be correlated with the related instruction activities.

Integrating The VSO With The CIE Program

Local vocational student organization activities and projects, when properly planned and conducted, may be integrated effectively with the instructional program. They strengthen classroom, laboratory, and training station instruction. Local chapter activities can provide some real-life learning experiences that contribute to the total development of the students and are activities which usually cannot be replicated in other components of the total instructional plan.

An active vocational student organization provides additional opportunities for students to prepare for careers. Also, members develop leadership and interpersonal skills as they engage in individual and group activities; hold offices and direct the affairs of the group; work with representatives of other student organizations; and compete with other students on the local, state, and national levels. Students may have an opportunity to travel to state and national leadership conferences. Students may also visit other chapters, tour organizations, and establish contact with successful individuals from business and industry.

The variety and number of vocational student organization activities and projects depend to a large extent on the ingenuity and vision of the students and the teacher-coordinator. In determining projects or activities, however, consideration should be given to the value that the project or activity will have for each student.

Vocational student organization activities are usually classified under five general groupings. When properly conducted, activities under these headings strengthen the instructional plan of the Cooperative Industrial Education program.

Professional Activities

The local vocational student organization contributes to the professional improvement of students through meetings where guest speakers, demonstrations, panel discussions, films, and similar presentations related to the industrial occupational field are featured. Field trips are frequently conducted in connection with topics studied in class.

The annual employer-employee appreciation event brings together those students, school officials, and business and industrial leaders closely associated with the Cooperative Industrial Education program.

Competitive events are also considered professional activities. They stimulate student interest in improving career-related knowledge and skill and emphasize the importance of learning through preparation and participation. Individual achievement is recognized at local, district, state, and/or national levels.

Civic Activities

These activities are conducted by many student organizations to serve the school and the community. Projects range from campus improvement campaigns to participation in fairs, trade shows, and other community-wide events. They are frequently conducted in cooperation with local business and industrial organizations, school organizations, and civic groups.

Service Activities

Some activities emphasize the need for sharing with others. Project are frequently designed to coincide with holidays such as Thanksgiving and Christmas.

Social Activities

Social activities are often integrated with professional activities such as an annual employer-employee appreciation event, although the primary purpose and character of the function is professional in nature. Good social skills contribute to employability and employment,

particularly when community leaders are invited to participate with the vocational student organization.

Financial Activities

Fund-raising activities (where permitted) are needed to support the financial obligations of the vocational student organization such as expenses for delegates and committee members, travel funds, field trips, professional and social meetings, and communications.

Starting a Local VICA Chapter

The first step in initiating a local VICA chapter should be to contact the State Advisor. The Missouri State VICA Advisor can be contacted at the following address:

Department of Elementary and Secondary Education
Vocational and Adult Education
P.O. Box 480
Jefferson City, MO 65102

The following steps and suggestions can be used to organize the local VICA chapter and develop its program of activities:

1. Consult the principal or vocational director for local school rules and regulations governing clubs.

2. Order an official handbook from national headquarters.

3. Gain interest among key students; visit an established local VICA chapter.

4. Put the "Committee to Organize" to work. They should:

   a. become familiar with basic documents and promotional materials of the organization.
   b. order necessary promotional materials to carry out a membership campaign.
   c. write a tentative constitution.
   d. plan an organizational meeting of potential members.
   e. plan the first elections.
   f. discuss "Should we organize?"
   g. if the group decides to organize, review the constitution developed by the "Committee to Organize."
   h. vote on constitution ratification or set a voting date.
   i. close meeting by affirming intention to organize and with a statement of teacher/advisor support.

5. Kick off the membership campaign; begin to collect dues (set a deadline for dues in terms of the officer elections).

6. Conduct elections.

7. Hold meetings with newly elected officers. First item of business is to petition the state association for a charter. Membership dues should be submitted to the state association. The state association forwards national dues to the national office. Use parliamentary procedure.

8. President should appoint certain committees so the organization can begin to function.

    a. Program of Activities
    b. Finance (budget and fund raising)
    c. Public Relations
    d. Social
    e. Community Service
    f. Special Committees to carry out specific activities related to the vocational program (Christmas Dance, Employer Banquet, etc.)

9. Plan program of activities.

10. Secure the necessary equipment and materials for conducting meetings and carrying out activities.

11. Be sure each organization member is functioning as a committee chairperson or member.

Conducting Chapter Meetings

There should be a minimum of one scheduled meeting per month. Additional meetings are held as the need exists, at the discretion of the teacher-coordinator and the officers. Because many members may be employed after school and in the evening, normal procedure is to designate certain specific class time for holding meetings. There is no established amount for local dues nor is it necessary to assess any dues at all. Dues will probably be included as part of the constitution. The officers should be briefed on their jobs frequently and reminded of specific ways in which to make their jobs more effective.

The meeting place could include the following items:

a. An American flag
b. A framed charter
c. VICA banner

d. A gavel

All meetings should be conducted under an accepted order of business. A suggested order is as follows:

a. Call to order
b. Roll call
c. Minutes of last meeting
d. Reports from officers and committees
e. Business from the floor
    1. Unfinished business
    2. Reading of communications and correspondence
    3. New business
f. Program
g. Adjournment

For information on ceremonies that may be used in the VICA Chapter activities, refer to:

a. The National VICA Handbook
b. Robert's Rules of Order

SECTION 7:

ADVISORY COMMITTEE FOR THE CIE PROGRAM

An advisory committee for the Cooperative Industrial Education program serves as an organized base for two-way communication between the teacher-coordinator and representatives from the business/industry community. The committee's function is to advise and assist the local program on matters pertaining to the instructional program.

The activities of the advisory committee should center around the functions of occupational/community surveys, course content advisement, student placement, community public relations, equipment and facilities, program staffing, program review, and community resources. These efforts generally are and should be focused on benefiting the students.

Organizing an Advisory Committee

Effective advisory committees are a result of planned and implemented organizational procedures. A series of basic steps for organizing an advisory committee have been identified and should be followed.

Step One: Obtain Permission to Organize

A written request asking for authorization to organize an advisory committee should be submitted to the administration of the school. The request should be accompanied by statements of rationale, purpose, and organizational procedures.

Step Two: Selection of Members

The teacher-coordinator and the appropriate administrator should develop a list of possible members for the advisory committee. The proposed members should be contacted to determine their willingness to serve.

The membership of the advisory committee should be representative of the occupational areas served by the Cooperative Industrial Education program and a cross-section of the community. The most effective number of individuals to have on an advisory committee is seven to ten members.

Step Three: Notification of Appointment

Members selected to serve on the advisory committee should be properly notified of their appointment. The letter of appointment should be from the school administrator describing the importance of the committee and seeking each member's active participation. (See sample letter Figure 7.1)

Step Four: Orientation of Members

Members should be oriented to their responsibilities and tasks by the teacher-coordinator and administrator. This orientation should include a presentation about the program, program graduates and current students, current issues within the program, and employment situations.

Step Five: Selection of Officers

Usually two officers should be elected for the advisory committee: a chair and a vice-chair. The teacher-coordinator usually performs the role of "secretary" to the committee.

Step Six: Planning a Program of Activities

An annual program of activities should be developed by the advisory committee which includes components of a long-range plan as well as special issues to be considered during the current year. Advisory committees can also identify specific activities in which to participate every year.

Step Seven: Planning and Conducting Meetings

The responsibility for planning each advisory committee meeting rests with the chairman with assistance from the CIE teacher-coordinator. The advisory committee should convene at least four times during the year -- once every three months. A properly prepared annual program of activities will insure that a need exists for calling each regular meeting.

Developing a Program of Activities

In order to be effective, the work of the advisory committee must be structured. A list of activities should be developed for the advisory committee to consider and develop into a formal plan of activities for the year. The activities should then be incorporated into the agendas for each meeting.

Figure 7.1

SAMPLE LETTER FOR MEMBERS OF ADVISORY COMMITTEE
(Letter of Appointment)

Date: _____

Dear: _____

The Cooperative Industrial Education program at (name of school) is beginning its (number) year of operation. We in (county or city) are extremely proud of this program because of the outstanding contributions it has made to our community, our school, and above all to our students.

Recognizing your interest in this program, may I have the pleasure of appointing you to the Cooperative Industrial Education Advisory Committee? This committee is comprised of (number) local leaders from trade and industrial businesses, school administrators and the local Cooperative Industrial education teacher-coordinator.

The purpose of this committee.....
(Give explanation of reasons for needing point-of-views of individuals in meeting problems, etc.)

Your term of appointment will become effective (start) and will expire (end). Please advise me if you are willing to accept appointment to this committee. Our next meeting will be (date and time) at _____ _____.

Should you have a question concerning the duties of this advisory committee please telephone (your name) at (your office phone).

Sincerely,

_____ _____
Principal/Vocational Director CIE Teacher-Coordinator

The following is a list of possible activities which may be helpful in formulating a plan:

1. Manpower and Training Needs:

   a. Assist in planning, conducting, and analyzing surveys in the community.
   b. Assist in identifying new and emerging careers in the occupational field.
   c. Assist in identifying training needs for specialized areas in the occupational field.
   d. Assist in identifying appropriate occupational careers for the physically and mentally handicapped.

2. Career Development:

   a. Provide career information about all segments of the occupational field.
   b. Participate in "Career Days," P.T.A. meetings, and civic club meetings to encourage young people to seek careers in the occupational field.
   c. Arrange field trips for students and guidance counselors.
   d. Assist in the development and field-testing of appropriate tests at job-entry and career levels.
   e. Assist in occupational analyses, showing critical tasks and competencies of jobs in a career-continuum.
   f. Assist in determining standards for selection of students.
   g. Assist in determining the criteria for selection of training stations.
   h. Assist in developing training agreement forms.
   i. Assist in placing students in part-time jobs during the summer and during the school year.
   j. Assist in placing graduates.

3. Curriculum:

   a. Assist in the development and review of course content.
   b. Evaluate sample Instructional Management Plans for students in the cooperative plan.
   c. Evaluate proposals for curriculum patterns in the local school.
   d. Assist in selection of texts and reference materials.
   e. Donate or obtain donations of trade journals, training materials, and illustrative materials.
   f. Recommend appropriate instructional materials.
   g. Loan films, materials, and other instructional aids.

4. Training Facilities, Equipment and Materials

   a. Lend support in justifying the need for program, laboratory facilities.
   b. Evaluate layout of program facilities.
   c. Assist in obtaining selected equipment and supplies through loans and gifts.
   d. Assist in developing specifications for equipment.

5. The Instructional Staff:

   a. Provide career experiences for instructional personnel.
   b. Provide financial assistance for instructional personnel to participate in appropriate state and national trade conferences.

6. Public Relations:

   a. Arrange for presentations by the teacher-coordinator and students before civic and business groups.
   b. Arrange for presentations concerning the program on local television and radio.
   c. Provide articles concerning various phases of the program to appropriate trade publications.
   d. Appear before the school board and other agencies concerned with the program to report on the progress and the problems of the program.
   e. Appear before legislative groups in support of legislation affecting the program and vocational-technical education.

7. Evaluation:

   a. Assist in determining standards of evaluation.
   b. Serve as judges in VSO competitive events.
   c. Analyze results of follow-up studies of program graduates.
   d. Assist in evaluation of adult program offerings.
   e. Evaluate effectiveness of the program.
   f. Review evaluation instruments to evaluate certain phases of the program (e.g., Progress reports, Follow-up studies, etc.)

8. Operation:

   a. Assist in establishing local immediate and long-range goals for the program.
   b. Review proposed program of activities.

c. Review budget requests to support proposed program of activities.
d. Assist in determining instructional fees for high school students.
e. Analyze need and approve plan for fund-raising activities to support certain VSO functions.
f. Assist in determining hours of work for students.

Meetings and Agenda

The CIE Advisory Committee should meet on a regular basis. Usually a meeting is needed at the beginning of the school year and followed up with a planned program of activities. The meetings should be called by the chairperson (elected by the group). Each meeting should have a stated time and place to meet and an agenda. It is unfair to busy people to attend a meeting without prior knowledge of items to be discussed. Meetings should be as brief as possible because of the demands on each individual's time. The meeting place should be fairly central to most of the members. It may be that members can host the committee meeting at their place of business, on a rotating basis. The school itself is seldom a good place to meet because of parking restrictions, crowded classrooms, noise and interruptions.

The CIE teacher-coordinator takes minutes of every committee meeting and sends a copy to each member. A file copy should be kept by the teacher-coordinator and the committee chairperson. The teacher-coordinator's major responsibility to the committee is to serve as advisor and to follow up on actions and recommendations made by the committee. The committee is there to serve the needs of the program and to act as its chief supporter. Therefore, the CIE teacher-coordinator must follow up and take action as directed by the committee.

Agenda items that can or should be discussed are those that fall under the categories listed previously. There are several areas that should not be the concern of the council, and you should not ask members to get involved with them:

*Interprogram disputes over training stations, jobs, or occupational overlap. These are school administration problems.
*School policies or politics that involve school board members, elections, bond issues, or other school matters.
*Setting standards or policies that are in conflict with school policies or established procedures.
*Discussing the training situation at a particular business or requesting that a training station be censured for low standards. This is the sole responsibility of the teacher-coordinator and the administration.

Figure 7.2 depicts suggested agendas for the first and second meetings of the advisory committee.

For additional assistance or information on advisory committees, contact:

Executive Director
Missouri Advisory Council on Vocational Education
P.O. Box 545
Jefferson City, MO 65102 (314) 751-4384

Figure 7.2

SUGGESTED AGENDA

First Meeting Agenda

1. CIE teacher-coordinator serves as a temporary chairman and appoints temporary secretary.
2. Introduce all persons present.
3. Temporary chairperson explains the concept of an advisory committee and the activities with which it will be concerned.
4. A representative of the board of education or a school official informs committee of their relationship to the school. Duplicated copies of the School Board's statement of policy should be distributed.
5. The temporary chairperson may distribute a sample of rules of operation, such as:
   a. Time and length of meetings
   b. Method of notifying members
   c. Method of calling special meetings
   d. Method of developing agenda for meetings
6. The temporary chairperson suggests program areas most urgently in need of immediate study.
7. The committee sets date, time and place of next meeting, indicating that permanent officers will be elected at that time.
8. Tour of facilities
9. Meeting adjourns.

Second Meeting Agenda

1. Temporary chairperson calls meeting to order.
2. Roll call by temporary secretary.
3. Approval of minutes.
4. Approval of agenda.
5. Election of permanent officers.
6. Determine permanent rules of operation which should include meeting time, place, and dates.
7. Set up priority of areas to be considered and development of a program of activities.
8. Arrange for executive committee meeting before next regular meeting.
9. Explanation of present educational program.
10. Adjourn.

SECTION 8:

CIE PROGRAM EVALUATION

Program evaluation is the task of making judgments about the worth or value of a Cooperative Industrial Education program. It primarily involves determining the extent to which previously established program objectives are being or have been attained.

The fundamental reason for evaluating CIE programs is to seek program improvement. Educators have an obligation to insure that the educational process will deliver what is specified in the program objectives. In addition, when state and federal funds are expended, the need exists for local evaluations to obtain evidence of accomplishment and justification for the dollars spent.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 stipulates the following in regard to program evaluation under Title I, Section 117. Program Evaluation and Improvement:

(a) ANNUAL EVALUATION.--Each recipient of financial assistance under part C of title II shall annually evaluate the effectiveness of the program conducted with assistance under this Act based on the standards and measures (or modifications thereto) developed as required by section 115. As part of each such evaluation, each such recipient shall--

(1) review programs, with the full and informed participation of representatives of individuals who are members of special populations, to--

(A) Identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs or success in such programs for individuals who are members of special populations; and

(B) evaluate the progress of individuals who are members of special populations in vocational education programs assisted under this Act; and

(2) evaluate the progress of vocational education programs assisted under this Act in providing vocational education students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.

(b) LOCAL PROGRAM IMPROVEMENT PLAN.--Beginning not less than one (1) year after the implementation of the provisions of section 115, if any recipient described in subsection (a) determines that the recipient is not making substantial progress in meeting the standards and measures developed as required by section 115, such recipient shall develop a plan, in consultation with teachers, parents, and students concerned, for program improvement for the succeeding school year. Such plan shall describe how the recipient will identify and modify programs funded under part C of title II, including--

(1) a description of vocational education and career development strategies designed to achieve progress in improving the effectiveness of the program conducted with assistance under this Act; and

(2) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

(c) STATE AND LOCAL JOINT PLAN.--If, after one (1) year of implementation of the plan described in subsection (b), sufficient progress in meeting the standards and measures developed as required by section 115 has not been made, the State shall work jointly with the recipient and teachers, parents, and students concerned to develop a plan for program improvement. Each such plan shall contain--

(1) a description of the technical assistance and program activities the State will provide to enhance the performance of the eligible recipient;

(2) a reasonable timetable to improve the school performance under the plan;

(3) a description of vocational education strategies designed to improve the performance of the program as measured by the evaluation; and

(4) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

(d) FURTHER ACTION.--The State shall, in conjunction with the eligible recipient, annually review and revise the joint plan developed under subsection (c) in order to improve performance

and will continue to do so each consecutive year until the recipient sustains, for more than one (1) year, fulfillment of the State and local standards and measures developed under section 115.

Missouri School Improvement Program

The Missouri School Improvement Program is designed to promote excellence in the public schools of the state. The State of Missouri has a dual responsibility for the quality of education provided its citizens. First, it must ensure that all school meet certain basic standards. Second, it has a responsibility to see that the schools continue to strive for excellence in an increasingly competitive world. The Missouri School Improvement Program incorporates these two responsibilities.

The standards are organized in three sections, Resource Standards, Process Standards, and Performance Standards. In general, the Resource Standards are concerned with the basic requirements that all districts must meet. The Process Standards are concerned more with the qualitative dimension of schooling and include standards on Curriculum and Instruction, Instructional Climate, Learning Resources, Guidance and Counseling, Professional Development, Special Programs, Governance and Administration, Facilities, Safety and Support Services. Performance Standards include three sets of indicators which are applied to all schools and a series of optional indicators among which districts can choose. The standards against which all school districts will be assessed include student achievement, drop-out rates and student follow-up.

As part of the Missouri School Program review, which occurs every five years, the Cooperative Industrial Education program is evaluated. To facilitate the review team's work, the CIE teacher-coordinator assembles documentation and materials which confirm or validate the program's efforts to meet the process and performance standards. The following materials and documents for the CIE program should be provided in the documentation file:

1. Statement of philosophy for the CIE program
2. Statement of program objectives
3. Class schedule
4. Membership roster of the advisory committee
5. List of advisory committee activities
6. Instructional objectives and course outlines
7. Developmental plans and long-range needs (program expansion, facilities, equipment, materials, etc.)
8. Current enrollment information (include notations of special populations for each course)
9. Placement and follow-up data for the program
10. Employer follow-up forms

11. In-service schedule with special populations topics identified
12. Vocational instructional management system core competency list for the program

In addition, a supplementary documentation for the cooperative education component should be provided. Documents which should be provided include:

1. A list of training stations utilized
2. A list of placements of students enrolled in program
3. Copies of training agreements and IMP's
4. Credit awarded
5. Teacher-coordinator's certification

Accreditation Evaluation

Many schools have some type of evaluation periodically to maintain accreditation and will have a team of evaluators review the entire school, analyze its strengths and weaknesses, and make recommendations for improvement. The National Study of Secondary School Evaluation is one accrediting agency which provides this service and has criteria for vocational education programs. A team of two to three persons who are considered to have expertise in a vocational field evaluates the program on the following characteristics:

1. Organization
2. Nature of Offerings
3. Physical Facilities
4. Direction of Learning
5. Outcomes
6. Special Characteristics
7. General Evaluation

Before the team makes its analysis, the CIE teacher-coordinator conducts a self-evaluation of the program and what needs to be done to improve the operation.

Yearly Local Evaluation

A conscientious CIE teacher-coordinator who wants to improve his/her program should conduct a yearly evaluation of the program. Program evaluation involves determining the extent to which established program objectives are being obtained or have been attained.

It is usually necessary to collect three general categories of data in the CIE program evaluation; demographic data, process data, and product

data. Demographic data include background information about the students, teacher, and school. Process data include information about aspects of the educational process that may influence student outcomes. Product data include information about the effects of the Cooperative Industrial Education program on its product--the student.

The types of demographic data that should be obtained include:

1. Student demographic data, including grade point average, courses taken, attendance, address and placement records
2. Teacher demographic data, including years of occupational and teaching experience and educational preparation
3. School demographic data, including enrollment in classes, average daily attendance, and programs offered

Process data can be obtained from the records that are available to the CIE teacher-coordinator. These include:

1. The teaching-learning process and procedures
2. Curriculum (course of study)
3. Learning resources and supplies available
4. Mastery of course competencies

Product data is gathered from two sources. One source is from a student follow-up study. Former students of the CIE program are in a unique position to comment on how well the program prepared them to enter and advance in the work force and/or to further their education. Follow-up studies should be conducted approximately one year and three years after the students' departure from the program.

The second source of product data is a survey of employers who have employed graduates of the CIE program. Employers who have hired graduates of the program are in a unique position to comment on the strengths and weaknesses of the training students have received.

To assist the Cooperative Industrial Education teacher-coordinator in conducting a local yearly evaluation and in meeting the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 regarding local program evaluation, a model evaluation program has been developed. This model evaluation program contains the following documents (found in Appendix E) to assist the CIE teacher-coordinator:

1. CIE Course Enrollment Summary Form and directions for completing the information required
2. Planning and Conducting a Student Follow-up study including sample letters and follow-up instrument
3. Planning and Conducting an Employer Survey including sample letter and evaluation instrument

4. CIE Cooperative Education Summary Form
5. CIE Program/School Summary Form
6. Model End of the Year Evaluation Report

Annual Report

Upon completion of the yearly evaluation, an annual report of the Cooperative Industrial Education program should be developed. The report should provide both statistical and descriptive evidence of the extent to which the program objectives were achieved.

The following items should be included in the report:

*CIE course offerings and their objectives
*Enrollment figures (broken down by sex, special populations, etc.) of the CIE courses
*Listing of students and their training stations
*Total hours and earnings of CIE students
*Description of experiences in which students have had the opportunity to participate
*VICA projects and activities
*Award winners at district, state, and national levels
*Listing of advisory committee members and their recommendations for the program
*Data from follow-up studies, employer evaluations, student evaluations and mastery testing of general core competencies

The following outline may be utilized in the development of the annual report:

OUTLINE OF ANNUAL DESCRIPTIVE REPORT

I. Objectives Established for the Year

   A. Project Program Objectives
   B. Areas of Special Interest or Development

II. Courses Offered/Enrollment

   A. One-Year Program Courses
   B. Supplementary and Service Courses
   C. Enrollment Data

III. Staff

- A. Activities Performed
- B. Major Contributions
- C. Professional Participation

IV. Financial Expenditures

- A. Supplies
- B. Equipment
- C. Instructional Resources

V. Public Relations

- A. Materials Developed
- B. Public Information Activities

VI. Program Data

- A. Follow-up Studies
- B. Student Evaluations
- C. Employer Evaluations
- D. Mastery Testing
- E. Wage/Hour Reports

VII. Advisory Committees

- A. Membership
- B. Meetings and Agenda
- C. Minutes and Action

VIII. VICA Activities

- A. Program of Activities
- B. Accomplishments

IX. Evaluation of Past Year

- A. Degree of Success
- B. Work Completed
- C. Continuing Activity

X. Recommendation for Coming Year

- A. Recommendations on Each Section Above
- B. Program Objectives for Coming Year

SECTION 9:

CIE PROGRAM PUBLIC RELATIONS

A good public relations program is based on a sound Cooperative Industrial Education program that produces a product (well-trained workers) that measures up to employers' expectations. A Cooperative Industrial Education program is one of the few educational programs for which judgements are tied directly to the product it produces, the graduate. A satisfied employer, without knowing it, will promote good public relations for the Cooperative Industrial Education program.

Therefore, the CIE teacher-coordinator must be a master teacher and excellent coordinator. The CIE teacher-coordinator must maintain continuous contact with the trade and industrial community. Also, the CIE teacher-coordinator must constantly stimulate other people to believe in and support the program.

Favorable impressions are developed when an individual or group knows something about the CIE program and is involved in it or with it on a day-by-day basis.

Students. Students must be involved in order to develop pride in what they are attempting. This pride results in good attitudes, and these attitudes are expressed every day in the halls of school, at work, at home, and among close friends. Peer-group opinion is a critical factor in the way the program is perceived by students.

Regularly spaced publicity in school and local papers, student presentations at auditorium and classroom meetings, VICA activities, and informative brochures and displays are effective in reaching students. Satisfied and successful Cooperative Industrial Education students are the best advertisement the program can have.

In addition, students may participate in program evaluation and curriculum planning. They can speak at service clubs and trade association meetings, as well as before student groups and community organizations.

Guidance Counselors. A Counselor should be a member of the Cooperative Industrial Education advisory committee. As a member, they will be continually informed about program activities and can judge the value of the program for students. In day-to-day informal contacts the teacher-coordinator should make the counselor(s) feel that their opinions and assistance are important.

Guidance counselors can assist in identifying students who may benefit from the Cooperative Industrial Education program. In addition,

they can direct students toward the program and assist with career development. Counselors have much to offer if informed about program activities, students' progress, trade and industry reaction to school programs, local occupational opportunities, and other relevant information.

Guidance counselors can also provide assistance with matters such as recruitment and selection, placement, program development, evaluation, and follow-up studies. Sometimes the counselor should accompany the teacher-coordinator on training station visits, observe the class, attend VICA functions, and talk with students who are enrolled in the program. Provide contact for them with employers and employees in trade and industry by inviting them to listen to resource speakers brought into the school. When guidance counselors are involved in the Cooperative Industrial Education program, they are able to assist in the career development of students.

Faculty and Administration. Reaching all the faculty is important because they have a great deal of influence on student attitudes and interest in Cooperative Industrial Education. Teachers evaluate the program for its educational values. They are concerned with student outcomes--behavioral changes, educational growth, and emotional maturity. Their perceptions of the program are acquired through observations of students who are enrolled and their own associations with the CIE teacher-coordinator. Therefore, the teacher-coordinator must keep the faculty informed of student progress, learning outcomes, and the results of follow-up studies showing how students benefitted from their training.

Administrators are also interested in student outcomes--how students benefit from the Cooperative Industrial Education program. The CIE teacher-coordinator should submit statistical and written narrative reports periodically; invite administrators to observe students at their training stations, in the classroom, and at VICA functions.

Training Sponsors and Employers. Training sponsors and employers must be well informed about Cooperative Industrial education if they are to understand their responsibility. Some well-meaning employers have been willing to employ students even though they did not understand the training and educational aspects of the program.

Employers are always interested in finding good potential employees. Therefore, program publicity directed toward them should emphasize the benefits of working with the school to develop good workers. Personal contacts by the CIE teacher-coordinator are the most effective means of communicating with employers; however, they are also reached through printed materials, civic and professional organizations and trade association meetings, program activities such as employer-employee banquets, and news media. Employers' participation in program planning, advisory committees, evaluation, and public relations activities keep them

informed and involved in the program and will help develop an understanding of their role in the educational process.

Parents. Most parents (and especially those of high school students) have considerable influence on the student's choice of courses and educational plans. However, they are frequently uninformed or misinformed about the opportunities and the purpose and values of Cooperative Industrial Education. The most common misconception is that students who enroll in the program cannot meet college entrance requirements. Parents not only want their children to have a good education but want them to be part of the upper social strata in the school. In order to have the endorsement of parents, they must conceive the program as educationally sound and socially acceptable. Parents may be reached through home visits, parent-teacher meetings, direct mail, spaced publicity in local papers, trade- and industry-sponsored meetings and publicity, and personal contacts with the CIE teacher-coordinator in the community.

Community Groups. In most communities there are agencies, organizations, and civic groups concerned with community development and the educational opportunities available in their schools. They are often influential in getting community support for programs. It is very important that these groups are kept informed about the Cooperative Industrial Education program. Members of professional organizations, welfare agencies and societies, service clubs, and other community groups welcome opportunities to have the CIE teacher-coordinator and students speak about the program at one of their meetings. Teacher-coordinators may also develop good relations with community groups by judiciously participating in their organizations and their community improvement projects.

PUBLICITY, MEDIA, AND METHODS

A variety of activities and media may be used to implement an effective public relations program. Ideas are suggested in several categories:

Visuals

- Motion pictures
- Filmstrips
- Slides
- Displays/exhibits
- Posters
- Charts
- Photographs
- Scrapbooks
- Chalkboards
- Bulletin boards
- Overhead projectors
- Video tapes

Special Events

- Career Days
- Business/Industry Days
- Vocational Education Week
- Open House
- Field Trips
- Parent Programs
- Coffees or Teas
- VICA Conferences
- Training Sponsor Events
- Employer-Employee Appreciation Events
- Courtesy Campaign
- Fairs

Publication

- Local Newspaper
- School Paper
- Club Magazines
- Newsletters
- Trade Journals
- Educational Magazines
- House Organs
- Mailings
- Bulletins/pamphlets/brochures
- School Yearbook
- Handbills

Awards and Special Recognition

- Certificates
- Diplomas
- Scholarships
- Trophies
- Special Awards
- Appreciation Awards
- Employer-of-the-Month Award
- Employer-of-the-Year Award

Speeches/Demonstrations by Students or Teacher-Coordinator to:

- Civic Groups
- Service Groups
- PTA
- Business/Professional Groups
- Student Groups
- Faculty

Active Participation in the Following:

- Professional Organizations
- Trade Associations
- Civic Clubs
- Student Organizations
- Chamber of Commerce
- Community Activities

Radio and Television

- Spot Announcements
- Panel Discussions
- Skits
- Interviews
- Talks
- Institutional Ads

Miscellaneous

- Billboards
- Bumper Stickers
- Personal Contacts
- Calling Cards
- Annual Reports
- Student Organization Projects
- Business Ads illustrating students at work
- School Annual Ads illustrating students at work
- Industry Participation Stickers
- Public Information Sub-Committee of Advisory Committee
- Employment Consulting
- Business Consulting

Personal Letters

Make up a form letter to cover several different occasions that continually arise. This same letter can be used over and over, with just a little revision from time to time.

*Invitations to parents, school administrators, and/or business leaders to attend various functions at the school and to your employer-employee appreciation event.

*"Thank you" letters to everyone who has contributed to your program, such as a person who has helped you with an activity, a donor, someone who has given you publicity, and even for an exceptional contribution from a student.

*Promotion letters to students, parents, business and industries, and student council.

*Letters of congratulations for any occasion or special recognition in your community or school and on a national level.

Recognition. Give recognition for contributions in as many forms as possible and to all appropriate audiences. Some suggestions are identified in the following list:

ITEMS TO PUBLICIZE

- Advisory Committee Membership
- Advisory Committee Activities
- Alumni Activities
- Endorsements from Business & Industry
- Explanation of the Cooperative Industrial Education Program
- Feature Stories on Students

ITEMS TO PUBLICIZE (continued)

Announce Names of Students

Announce Names of Training Stations

Announce Class Activities/ Organizations

Announce Guest Speakers

Announce Field Trips

Announce Increased Enrollments

Awards and Honors to Students

Awards and Honors to Training Sponsor

Awards to be Presented to Individuals or Concerns Who Contribute to the Development of the Program

Business/Industry Days

Career Opportunities

Coordinator Addresses Civic Group

Coordinator Participates in State Conference

Coordinator Acts as Advisor for a Contest at State Conference

Coordinator & Students Attend National Meeting

Coordinator & Students Broadcast on Local Radio Station

Feature Stories on Successful Alumni

Feature Stories on Advisory Committee Members

Feature Stories on Business Participation

Human Interest Stories

Information from Research and Reports:

- Annual Reports
- Employment Surveys
- Follow-up of Graduates
- Student Earnings

Professional Activities

Scholarship Awards

Student Organization Activities:

- Election of Officers
- Officer Leadership Training
- Student Attending District, State/National Leadership Conferences
- Provision of Services to Community
- Competitive Event Winners

Special Events and Activities:

- Vocational Education Week
- Employer-Employee Appreciation Events

Coordinator & Students on TV

EMPLOYER APPRECIATION AND RECOGNITION

People like to be appreciated and recognized for the work they do. A variety of methods may be used for showing appreciation to employers. Many Cooperative Industrial Education programs sponsor an employer appreciation event such as a banquet, picnic, potluck supper, breakfast, or luncheon.

Goals. The appreciation event is used to achieve several goals. Whether this event is a banquet or other type of activity, its arrangement should reflect these goals:

To acquaint individuals with the scope of your program;

To aid the others in becoming acquainted with the program;

To keep the school administration in touch with the relationship of the program;

To recognize individuals and groups who have made outstanding contributions;

To recognize student leadership;

To develop pride and group spirit.

Guidelines. The following are some pointers for organizing the annual employer recognition event:

Involve students in all phases of the planning and handling of the event.

Work out a long-range plan for financing the event.

Keep the superintendent, principal, vocational director, and other school authorities informed of the plans for the event.

Have attractive and appropriate invitations. Students may create and print them. Send them well in advance of the date of the event.

Arrange for a welcome committee.

Use name tags to help guests get acquainted.

Plan a varied program that moves fast. Set a time schedule.

Keep a file of ideas and materials such as programs, menus, decorations, and other items to be used for ideas in the future.

Publicize the event before and after. Take pictures during the event.

Honor employers with certificates, training sponsor decals, and/or other recognition items.

Employer-Employee Banquet. Possibly the most widely-used professional activity for employer appreciation is the Employer-Employee Banquet. This project is used more than any single activity to create goodwill in the community. However, a successful Employer-Employee Banquet is the result of thorough planning and the assignment of specific responsibilities.

Planning for the Employer-Employee Banquet should follow these guidelines:

1. The teacher-coordinator must assume all responsibilities for the banquet room from the early planning stages to completion.

2. Students should preside at the banquet and perform all functions in preparation for the banquet under the supervision of the teacher-coordinator.

3. A timetable should be set up early in the fall to cover the multiplicity of details. This timetable may include publicity, finance, program, and physical arrangements.

4. This banquet should be planned carefully and early in order to avoid conflicts with school and community activities.

5. The guest list might include employers, advisory committee members, school administrators, school board members, counselors, state senators, state representatives, and prospective training sponsors.

6. The guests may be seated as follows:

   a. Students with employers
   b. Students who are personable, are good conversationalists, are intensely interested in the Cooperative Industrial Education program, and are planning to continue in the field should be seated next to prominent guests and/or the guest speaker.

7. All names should be spelled properly on programs and place cards.

8. The simplest method to finance a banquet is to assess students. Money for the banquet may also be earned through projects.

9. Plan publicity and see that a complete list of training sponsors and students is published in the media.

10. Students create the image for the program and must reflect proper social training:

    a. Students should wear appropriate attire.
    b. Students should be knowledgeable about proper table manners and etiquette.

11. Employer-employee banquets may be given jointly with other vocational education student organizations.

Program. The program for the Employer-Employee Banquet should be as follows:

1. A Master of Ceremonies (student) should be carefully selected and trained. An alternate should also be selected and trained.

2. If few guests are present, students may introduce training sponsors. An effective introduction could be the presentation of training sponsor certificates.

3. Students should always read the invocation and speeches. These items should always be typed on index cards. Train the students and have practice sessions.

4. Program activities may include the following:

    a. Speaker
    b. Student skits, plays, talent shows, and entertainment
    c. Brief talks by several forme students or several training sponsors.

5. A speaker from outside the school environment is an effective type of program to arrange. Recognition of training sponsors, however, is equally effective.

6. A speaker should be selected who will inform (within 20 minutes) as well as entertain the audience. Consider these speakers:

   a. Company representatives
   b. State senators and state representatives
   c. Advisory Committee members
   d. Local civic club representatives

7. The speaker should be offered a choice of dates as early as possible.

8. If the speaker declines, note this and remember the reasons for refusal next year.

9. The speaker's biographical sketch and picture should be secured for publicity.

10. Students should thank the speaker for coming. Other students should go up, shake hands, and express thanks again to the speaker after the program is over.

11. Publicize the appreciation event in the local newspaper. Be sure the names of all training sponsors as well as their company and student-trainee are identified.

12. Present Certificates of Appreciation or other appropriate appreciation gifts to all employers.

13. Present a few Outstanding Service Awards to individuals who have made a special contribution in support of the program during the past year.

SECTION 10:

PROFESSIONALISM

The effectiveness of CIE teacher-coordinators is dependent upon both the technical skill and knowledge of the discipline they bring to the classroom and the image they project to the varying audiences with which they deal. These audiences would include the advisory council, other professional educators, administrators, parents, students, support staff, and training station sponsors.

With all the minimum standards that apply to being an educator, there are some specialized areas of professional commitment which have proven to be important for successful CIE teacher-coordinators. Among these commitments are:

1. Service to students and the profession
2. Continued emphasis on acquiring additional knowledge
3. Membership in professional organizations

Meeting the Missouri certification requirements should only be considered the first step to becoming a professional. Successful teaching experience must be coupled with an ongoing dedication to quality education in general and specifically, vocational education. This dedication is evidenced by continued effort to improve teaching practices, commitment to the growth of Cooperative Industrial Education as a specialized field, maintenance of ethical standards, and service to students, parents, the school and the profession.

Service to Students

Effective teacher-coordinators believe that their most important function is to serve the needs of students. CIE teacher-coordinators should:

1. Take responsibility for the success of their students
2. Keep students task-oriented
3. Set an example for their students
4. Be good classroom managers
5. Use a variety of instructional methods
6. Program their students for success

Service to the Profession

Service to the profession is difficult to measure but can be traced to many things. Professional teachers are:

1. Continuously keeping themselves current through reading professional journals and other publications
2. Aware of the expectations of parents and administrators
3. Receptive to change in the practice of teaching
4. Conscientious and proficient in planning
5. Dependable
6. Generous in contributing their time and talent to the community and the profession
7. Aware that their actions and ethical standards will impact on the program and their students

Acquisition of Knowledge

There are several methods of improving teaching through acquiring additional knowledge. The CIE teacher-coordinator should continually strive to remain current and improve their individual knowledge base. Among the methods of doing this are: professional literature of the field, professional organizations, attendance at professional meetings and in-service activities, and enrollment at workshops, seminars, and classes provided through the universities and colleges of the state.

Professional Organizations

A profession is distinguished by the professional organizations which define the criteria for admission, lead in research and work for the continued growth of the profession. The Cooperative Industrial Education teacher-coordinator should be a member of the following organizations:

AMERICAN VOCATIONAL ASSOCIATION (AVA): The AVA, the largest vocational association in the country, is committed to serving all vocational educators and institutions. The objective of AVA is "to develop and promote comprehensive programs of education through which individuals are developed to a level of occupational performance commensurate with their innate potential and the needs of society."

Membership in AVA permits a vocational educator to become a member of one of the twelve divisions of the organization which are established by disciplines in vocational education. In addition, AVA membership is also divided into five geographical regions.

The AVA sponsors numerous and varied professional activities. The organization conducts a national convention each year and actively represents the interests of vocational education to state and national officials who have policy-making power.

MISSOURI VOCATIONAL ASSOCIATION (MVA): The MVA is the state vocational education association, which is affiliated with the American Vocational Association. The MVA is the state teachers organization which speaks for vocational education at the state level.

The MVA sponsors an annual summer conference in which vocational educators from across the state convene to keep up to date on current trends and practices within their teaching specialty. In addition, MVA sponsors various activities throughout the year to promote the interests of vocational education in Missouri.

MISSOURI MARKETING AND COOPERATIVE EDUCATION ASSOCIATION (MCEA): The MCEA is a division of MVA which represents instructors of marketing and those instructors involved with cooperative method based programs. This association provides members with an opportunity to coordinate their professional activities with the MVA in an effective manner.

The MCEA sponsors an annual Professional Development Conference (PDC) in February, in addition to regional meetings within the state. At these meetings, teacher-coordinators learn of research findings, innovative practices, or other ideas, as well as sharing ideas on all aspects of their job.

Within the MCEA organizational structure are two other professional associations - the Marketing Education Association (MEA) and the Cooperative Education Association (CEA). Membership in the MEA is open to all marketing educators and business people. CEA membership is open to all teacher-coordinators who are involved in cooperative method based programs and other interested in promoting these programs.

For additional information on these organizations, contact the following:

Treasurer, MCEA
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4367

With appropriate membership, the CIE teacher-coordinator receives professional periodicals containing of the art information, inspirational conferences, opportunities to serve, personal/professional recognition, and affiliation with the "cutting edge" of the profession. The benefits of these organizations go far beyond the membership fees required. Typical of professional organizations are the following benefits:

1. Conferences dealing with issues, practices and materials
2. Publications, curriculum materials
3. Opportunity for active professional leadership roles
4. Opportunity to serve on committees and study groups
5. Recognition of outstanding professionals within the organization
6. Input into local, state, and national issues
7. Networking through the local affiliates
8. Public relations
9. Legislative leadership and advocacy

APPENDIX A

APPENDIX A.

MODEL FOR NON-TEACHING RELATED ACTIVITIES

MONTH August	COORDINATION	GUIDANCE	PUBLIC RELATIONS	ADMINISTRATION
WEEK				
1				
2	Secure placements for students enrolled in program. Meet with new students and their parents, if possible.	Review job interviewing skills with students prior to placement.	Send materials explaining CIE program and VICA to parents of new students.	Select members for advisory committee.
3	Continue securing placements for students. Secure related permits and/or work forms for students. Review wage/labor regulations.	Assist guidance office in scheduling CIE students.		Send out letters to members of advisory committee (co-signed by principal/director).
4	Continue securing placements for students.			Set up grade book and related cooperative education records for program. Organize follow-up survey of last year's graduates of CIE program.

MODEL FOR NON-TEACHING RELATED ACTIVITIES

MONTH **September**	COORDINATION	GUIDANCE	PUBLIC RELATIONS	ADMINISTRATION
WEEK				
1	Complete placements of all students enrolled in CIE program.		Explain CIE program at faculty meeting and offer services to other members of school faculty.	Secure meeting location and develop agenda for first meeting of advisory committee.
2	Secure appropriate signatures on training agreements.			Conduct follow-up survey of last year's graduates of the CIE program.
3	Conduct regular coordination visits to implement IMP process and review procedures of program.		Prepare a news release for local/ school newspaper on officer elections.	Hold first advisory committee meeting and develop a program of activities.
4	Continue coordination activities and identify one new prospective training station.		Conduct a program for a local civic or professional organization on the CIE program.	Send out minutes of advisory committee meeting. Review monthly wage/hour reports.

MODEL FOR NON-TEACHING RELATED ACTIVITIES

MONTH October	COORDINATION	GUIDANCE	PUBLIC RELATIONS	ADMINISTRATION
WEEK				
1	Continue regular coordination visits and on-the-job observations.		Plan and conduct a radio or TV program explaining purposes, organization and values of CIE program.	Review program of activities for advisory committee with chairperson.
2	Attend CIE In-Service meeting. Continue regular coordination visits and on-the-job observations.		Submit news release to local and school newspapers on student or CIE program.	Evaluate findings from follow-up survey and prepare report. Submit a copy of findings to local officials and advisory committee.
3	Begin 9-week evaluation process and review IMP activities with training sponsors.			
4	Continue evaluation process and identify one new prospective training station.			Review monthly wage/hour reports.

MODEL FOR NON-TEACHING RELATED ACTIVITIES

MONTH November	COORDINATION	GUIDANCE	PUBLIC RELATIONS	ADMINISTRATION
WEEK 1	Conclude evaluation activities.	Review training sponsors' evaluations with students.	Conduct a program for a local civic or professional organization on the CIE program.	Submit grades for classes and cooperative education portion of program. Meet with advisory committee chairperson to develop agenda for next meeting.
2	Continue regular coordination visits and on-the-job observation.		Submit news release to local and school newspapers on VICA chapter community activity for Thanksgiving.	Send out agendas for advisory committee meeting.
3	Continue regular coordination visits and on-the-job observation			Conduct advisory committee meeting.
4	Continue coordination activities and identify one new prospective training station.			Review monthly wage/hour reports. Send out minutes of advisory committee meeting.

MODEL FOR NON-TEACHING RELATED ACTIVITIES

MONTH December	COORDINATION	GUIDANCE	PUBLIC RELATIONS	ADMINISTRATION
WEEK				
1	Continue regular coordination visits and on-the-job observations.		Send Christmas cards to training sponsors and advisory committee members.	Review program of activities for advisory committee with chairperson.
2	Continue regular coordination visits and on-the-job observations.	Counsel with student(s) who may be laid off from training station(s) due to economic conditions.	Submit news release to local and school newspapers on VICA chapter community activity for Christmas.	
3	Continue regular coordination visits and on-the-job observations. Begin securing new training station placements for students requiring assistance.	Counsel with student(s) who will need to be resituated at new training stations.		Review monthly wage/hour reports.
4				

MODEL FOR NON-TEACHING RELATED ACTIVITIES

MONTH January	COORDINATION	GUIDANCE	PUBLIC RELATIONS	ADMINISTRATION
WEEK				
1				
2	Secure new training stations for students who need to be relocated. Orient new training sponsors to program requirements. Begin 9-week evaluation process and review IMP activities with training sponsors.	Assist in guidance office in changes of schedules for CIE students.	Conduct a program for a local civic or professional organization on the CIE program.	
3	Conclude evaluation activities.	Review training sponsors' evaluations with students.		Submit grades for classes and cooperative education portion of program.
4	Continue coordination activities and identify one new prospective training station.			Review monthly wage/hour reports.

MODEL FOR NON-TEACHING RELATED ACTIVITIES

MONTH February	COORDINATION	GUIDANCE	PUBLIC RELATIONS	ADMINISTRATION
WEEK				
1	Continue regular coordination visits and on-the-job observations.			Meet with advisory committee chairperson to set agenda for meeting.
2	Continue regular coordination visits and on-the-job observations. Attend the annual Professional Development Conference (PDC)			Mail agenda to advisory committee members.
3	Continue regular coordination visits and on-the-job observations.	Conduct open house or assembly program or classroom visitations for recruitment of prospective students.		Conduct program advisory committee meeting.
4	Continue coordination activities and identify one new prospective training station.			Review monthly wage/hour reports. Send out minutes of advisory committee meeting.

MODEL FOR NON-TEACHING RELATED ACTIVITIES

MONTH **March**	COORDINATION	GUIDANCE	PUBLIC RELATIONS	ADMINISTRATION
WEEK				
1	Continue regular coordination visits and on-the-job observations.	Schedule additional recruitment activities for next fall.		Review program of activities for advisory committee with chairperson
2	Begin 9-week evaluation process and review IMP activities with training sponsors.			
3	Conclude evaluation visitations with training sponsors.	Assist with pre-registration for next school year. Review training sponsors' evaluations with students.		Submit grades for classes and cooperative education portion of program.
4	Continue coordination activities and identify one new prospective training station.	Schedule interviews with students who pre-registered for CIE program.		Review monthly wage/hour reports.

MODEL FOR NON-TEACHING RELATED ACTIVITIES

MONTH April	COORDINATION	GUIDANCE	PUBLIC RELATIONS	ADMINISTRATION
WEEK				
1	Continue regular coordination visits and on-the-job observations.			
2	Continue regular coordination visits and on-the-job observations.			
3	Continue regular coordination visits and on-the-job observations.			
4	Continue coordination activities and identify one new prospective training station.		Prepare a news release for local/school newspapers on employer-employee appreciation activity.	

MODEL FOR NON-TEACHING RELATED ACTIVITIES

MONTH May	COORDINATION	GUIDANCE	PUBLIC RELATIONS	ADMINISTRATION
WEEK				
1	Continue regular coordination visits and on-the-job observations.	Meet individually with students to assist in placing in full-time employment upon graduation or to assist in further education plans.		Contact local business, industry, employment agencies, etc., to help place graduates in suitable positions.
2	Continue regular coordination visits and on-the-job observations.	Assist students in securing and in filling out applications for employment, scholarships, educational loans, or college admission forms		
3	Begin 9-week evaluation process and review IMP activities with training sponsors.			Assist advisory committee in conducting a year-end evaluation of the CIE program. Complete evaluation instruments for year-end evaluation. Conduct student evaluation of program/instructor.
4	Conclude evaluation activities.	Review training sponsors' evaluations with students.		Compile a composite report of wages/hours for all students. Submit grades for classes and cooperative education portion of program.

MODEL FOR NON-TEACHING RELATED ACTIVITIES

MONTH June	COORDINATION	GUIDANCE	PUBLIC RELATIONS	ADMINISTRATION
WEEK				
1	Continue making placements of students desiring to enter work-force upon graduation.		Write "thank you" letters to all training sponsors utilized during the academic year.	Conduct a year-end evaluation of the CIE program and submit findings to the appropriate officials on the local level.
2	Continue making placements of students desiring to enter work-force upon graduation.	Write letters of recommendation for students seeking employment or admission to institutions for further education.	Send copy of program evaluation report to advisory committee members and letter of appreciation.	Order equipment, textbooks, and instructional resources for next academic year. Submit MVA registration and professional association dues.
3				
4				

MODEL FOR NON-TEACHING RELATED ACTIVITIES

MONTH July	COORDINATION	GUIDANCE	PUBLIC RELATIONS	ADMINISTRATION
WEEK				
1				
2				
3				Attend summer MVA Conference
4				

APPENDIX B

APPENDIX B.

MISSOURI CERTIFICATION STANDARDS FOR COOPERATIVE INDUSTRIAL EDUCATION TEACHER-COORDINATORS

I. The certification requirements for all vocational instructors, as provided in the State Plan, must be met by Vocational Cooperative Industrial Education teacher-coordinators.

II. Requirements for Five-Year Certification

A. Baccalaureate Degree

B. Two years or 4,000 hours of approved occupational experience is required. Approval is determined by the nature, level or appropriateness of the employment experience in industrial occupations.

C. Twenty-five (25) semester hours of approved subject matter course work.

1. Fifteen (15) semester hours must be in industrial courses such as Introduction to Industry, Drafting, Graphic Arts, Printing, Power Mechanics, Industrial Materials, etc.

2. Ten (10) semester hours may be in excess in the above category or general areas such as physical science, economics, business management, etc.

D. Twenty-four (24) semester hours of approved professional education courses which must include:

1. Eight (8) semester hours of <u>vocational education</u> course work. Specifically, courses must include the following:

a. Coordination Techniques

b. Methods of Teaching Industrial Education

c. Curriculum for Industrial Education

d. Additional course work in vocational studies for the eight (8) hour total. Courses might include

Philosophy of Vocational Education, Vocational Guidance, Occupational Analysis, Vocational Youth Organizations, Adult Programs in Vocational Education.

2. The remaining semester hours may include professional education courses such as Teaching Methods, Educational Psychology, Principles of Teaching, etc., to include at least six (6) semester hours of student teaching.

III. Requirements for Two-Year Certification

A. Baccalaureate Degree

B. Two years or 4,000 hours of approved occupational experience required. Approval is determined by the nature, level or appropriateness of the employment experience in industrial occupations.

C. Subject Matter Course Work

1. Eight (8) semester hours of approved industrial subject matter courses.

2. Five (5) semester hours of approved generally related areas such as physical science, economics, business administration, etc. An excess of the industrial courses may be included in this category.

D. Professional Education

1. Twelve (12) semester hours of professional education course work with a minimum of four (4) semester hours in vocational education which includes one course in Coordination Techniques and one in either Methods of Teaching or Curriculum for Industrial Education, and at least six (6) semester hours of student teaching.

IV. Requirements for Five-Year Certification Renewal

A. Attendance of each annual vocational state conference (MVA) during the five-year period.

B. Completion of two college credit courses contributing specifically to the certification specialty.

C. Substitutions to above requirements may be made as follows:

1. A workshop or institute of fifteen (15) or more clock hours or one hundred twenty (120) clock hours of appropriate occupational experience may be substituted for attending a conference. No more than two conference requirements may be satisfied through substitution.

2. A workshop or institution of fifteen (15) or more clock hours or one hundred twenty (120) clock hours of appropriate occupational experience may substitute for each of the two college courses.

D. Evidence of completed requirements must be supplied by the teacher-coordinator to the Department of Elementary and Secondary Education with requests for certificate renewal.

APPENDIX C

APPENDIX C.

COOPERATIVE INDUSTRIAL EDUCATION
GENERAL RELATED CORE CURRICULUM

CAREER RESEARCH AND PLANNING

A001 Select a tentative career objective within an industry
A002 Develop a personal career profile
A003 Develop tentative short-range, mid-range, and long-range career decisions within an industry.

TECHNOLOGY AWARENESS

B001 Identify basic operations of a computer
B002 Recognize basic software packages such as word processing, data-base management systems, and electronic spreadsheets--as they relate to industry

EMPLOYMENT ORIENTATION

C001 Demonstrate self discipline, including regular and punctual attendance and dependability within the work place
C002 Demonstrate a willingness to learn as it applies to the work place
C003 Demonstrate the ability to work with or without supervision
C004 Illustrate the organization, supervision, rules, policies, and procedures are important to the success of a business
C005 Determine what is needed to accomplish work assignments
C006 Adjust to unanticipated situations in the work place by applying established rules and regulations

HUMAN RELATIONS

D001 Illustrate the major parts of a person's lifestyle
D002 Demonstrate how aptitude and ability can impact a person's success in an industry
D003 Identify problems within industry, evaluate possible solutions, and reach a logical decision to handle the problem
D004 Demonstrate the ability to offer and accept criticism constructively
D005 Demonstrate respect for the opinions, customs, and individual differences of others
D006 Interact in a socially appropriate manner

JOB APPLICATION AND INTERVIEW

E001 Develop a letter of application and a personal resume for a position within an industry
E002 Complete an application for employment as utilized in an industry
E003 Meet the standards of dress and grooming for an employment interview within an industry
E004 Describe appropriate personal hygiene for an employment interview and a position within an industry
E005 Demonstrate a positive attitude toward oneself, work, and price in accomplishment during an employment interview
E006 Complete a thank-you letter for an employment interview

LEADERSHIP DEVELOPMENT

F001 Demonstrate how positive leadership characteristics can assist an individual within an industry
F002 Demonstrate the ability to set goals and allocate time to achieve them
F003 Demonstrate the capacity to accept responsibilities
F004 Explain the responsibilities of citizenship
F005 Participate in group and committee discussions to reach group consensus

ECONOMIC CONCEPTS OF PRIVATE ENTERPRISE

G001 Interpret the effects, advantages, and disadvantages of the open shop versus the closed shop
G002 Describe the way in which the government is involved in our economy
G003 Delineate the difference between different economic systems
G004 Describe the circular flow of economic activity
G005 Cite the characteristics of the free enterprise economic system
G006 Describe the roles of industry and labor in the creating wealth, maintaining employment, and raising the standard of living

OCCUPATIONAL COMMUNICATION (ORAL AND WRITTEN)

H001: Identify the primary communications skills.
H002: Illustrate listening strategies that improve understanding and performance on the job.
H003: Describe the advantages a written message may have over a spoken one.
H004: Read and understand written communications in industry.
H005: Compare and contrast different forms of written business communication as utilized in industry.

H006: Comprehend and give oral instructions in a business like manner as related to the work place.
H007: Demonstrate proper business like methods of placing/receiving telephone calls and recording telephone messages.

OCCUPATIONAL MATHEMATICAL COMPUTATIONS

I001: Compute addition, subtraction, multiplication, and division problems as related to an industry.
I002: Compute addition, subtraction, multiplication, and division of decimal number problems as related to an industry.
I003: Interpret quantitative information from tables, charts, and graphs as it relates to an industry.
I004: Compute ratios and percentages, as related to industry.
I005: Calculate distance, weight, area, volume, and/or time problems as related to an industry.
I006: Determine costs, time, or resources needed to complete a task within an industry.
I007: Compute costs and make change as it applies to an industry.

OCCUPATIONAL SAFETY

J001: Describe actions that various agencies take to prevent accidents on the job.
J002: Illustrate how accidents on the job can be caused through human error.
J003: Identify potentially hazardous situations and apply appropriate solutions.

INDIVIDUALIZED INSTRUCTION

K001: Analyze technical and related information required of an industry.
K002: Apply specific technical and related information to supervised employment within an industry.
K003: Demonstrate appropriate job knowledge and skills in supervised employment within an industry.

EXPECTED STUDENT LEARNING OUTCOMES BASED ON THE CORE CURRICULUM FOR COOPERATIVE INDUSTRIAL EDUCATION

The student will be able to:

CAREER RESEARCH AND PLANNING

identify a career objective and career profile within industry.

TECHNOLOGY AWARENESS

identify computer operations within industry.

EMPLOYMENT ORIENTATION

develop positive industry work-traits.
recognize the importance of rules and regulations within industry.

HUMAN RELATIONS

recognize the components of lifestyle as it relates to industry.
relate aptitude and ability to industry success.
develop effective human relations skills for industry.

JOB APPLICATION AND INTERVIEW

complete an employment interview for a position in industry.

LEADERSHIP DEVELOPMENT

develop leadership skills for industry.
recognize citizenship responsibilities as related to a position in industry.

ECONOMIC CONCEPTS OF PRIVATE ENTERPRISE

identify the components of the free enterprise system.
identify the role of labor and industry in a free enterprise system.

OCCUPATIONAL COMMUNICATIONS (ORAL AND WRITTEN)

use oral communication skills within the industry.
use written communication skills within the industry.

OCCUPATIONAL MATHEMATICAL COMPUTATIONS

calculate work-related mathematical situations.

OCCUPATIONAL SAFETY

analyze industry-related safety operations.

INDIVIDUALIZED INSTRUCTION

analyze and apply industry-related information.

CROSS-REFERENCED INSTRUCTIONAL MATERIALS BASED ON THE GENERAL RELATED CORE CURRICULUM FOR COOPERATIVE INDUSTRIAL EDUCATION

Career Research and Planning

Expected Student Learning Outcome: IDENTIFY A CAREER OBJECTIVE AND CAREER PROFILE WITHIN INDUSTRY.

(Resources: World of Work-Chap. 4;
Working-Chap. 12, 13, 14)

A001: Select a tentative career objective within an industry.
A002: Develop a personal career file.
A003: Develop tentative short-range, mid-range, and long-range career decisions within an industry.

Technology Awareness

Expected Student Learning Outcome: IDENTIFY COMPUTER OPERATIONS WITHIN INDUSTRY.

(Resources: World of Work-Chap. 12;
Working-Chap. 19)

B001: Identify basic operations of a computer
B002: Recognize basic software packages, such as word processing, data-base management systems, and electronic spreadsheets, as they relate to industry.

Employment Orientation

Expected Student Learning Outcomes: DEVELOP POSITIVE INDUSTRY WORK-TRAITS.

(Resources: World of Work-Chap. 6 & 8;
Working-Chap. 6)

C001: Demonstrate self-discipline, including regular and punctual attendance and dependability within the work place.
C002: Demonstrate a willingness to learn as it applies to the work place.
C003: Demonstrate the ability to work with or without supervision.
C005: Determine what is needed to accomplish work assignments.

Expected Student Learning Outcomes: RECOGNIZE THE IMPORTANCE OF RULES AND REGULATIONS WITHIN INDUSTRY.

(Resources: Working-Chap. 6)

C004: Illustrate that organization, supervision, rules, policies, and procedures are important to the success of a business.

Human Relations

Expected Student Learning Outcomes: RECOGNIZE THE COMPONENTS OF LIFESTYLE AS IT RELATES TO INDUSTRY.

(Resources: World of Work-Chap. 1)

D001: Illustrate the major parts of a person's lifestyle.

Expected Student Learning Outcomes: RELATE APTITUDE AND ABILITY TO INDUSTRY SUCCESS.

(Resources: World of Work-Chap. 2;
Working-Chap. 13)

D002: Demonstrate how aptitude and ability can impact a person's success in an industry.

Expected Student Learning Outcomes: DEVELOP EFFECTIVE HUMAN RELATIONS SKILLS FOR INDUSTRY.

(Resources: World of Work-Chap. 6;
Working-Chap. 9)

D003: Identify problems within industry, evaluate possible solutions, and reach a logical decision to handle the problem.
D005: Demonstrate the ability to offer and accept criticism constructively.
D006: Demonstrate respect for the opinions, customs, and individual differences of others.
D007: Interact in a socially appropriate manner.

Job Application and Interview

Expected Student Learning Outcomes: COMPLETE AN EMPLOYMENT INTERVIEW FOR A POSITION IN INDUSTRY.

(Resources: World of Work-Chap. 5;
Working-Chap. 4 & 11)

E001: Develop a letter of application and personal resume for a position within an industry.
E002: Complete an application for employment as utilized in an industry.
E003: Meet the standards of dress and grooming for an employment interview within an industry.
E004: Describe appropriate hygiene for an employment interview and a position within an industry.
E005: Demonstrate a positive attitude toward oneself, work, and pride in accomplishment during an employment interview.
E006: Complete a thank-you letter for an employment interview.

Leadership Development

Expected Student Learning Outcomes: DEVELOP LEADERSHIP SKILLS FOR INDUSTRY.

(Resources: World of Work-Chap. 4, 6, 15;
Working-Chap. 9)

F001: Demonstrate how positive leadership characteristics can assist an individual within an industry.
F002: Demonstrate the ability to set goals and allocate time to achieve them.
F003: Demonstrate the capacity to accept responsibilities.
F005: Participate in group and committee discussions to reach group consensus.

Expected Student Learning Outcomes: RECOGNIZE CITIZENSHIP RESPONSIBILITIES AS RELATED TO A POSITION IN INDUSTRY.

(Resources: Working-Chap. 31)

F004: Explain the responsibilities of citizenship.

Economic Concepts of Private Enterprise

Expected Student Learning Outcomes: IDENTIFY THE COMPONENTS OF THE FREE ENTERPRISE SYSTEM.

(Resources: World of Work-Chap. 13;
Working-Chap. 21)

G001: Interpret the effects, advantages, and disadvantages of the open shop versus the closed shop.
G002: Describe the way in which the government is involved in our economy.
G003: Delineate the differences between different economic systems.
G004: Describe the circular flow of economic activity.
G005: Cite the characteristics of the free enterprise economic system.

Expected Student Learning Outcomes: IDENTIFY THE ROLE OF LABOR AND INDUSTRY IN A FREE ENTERPRISE SYSTEM.

(Resources: World of Work-Chap. 13;
Working-Chap. 21)

G006: Describe the roles of industry and labor in the creating of wealth, maintaining employment, and raising the standard of living.

Occupational Communications (Oral and Written)

Expected Student Learning Outcomes: UTILIZE ORAL COMMUNICATION SKILLS WITHIN INDUSTRY.

(Resources: World of Work-Chap. 10;
Working-chap. 15)

H001: Identify the primary communications skills.
H002: Illustrate listening strategies that improve understanding and performance on the job.
H006: Comprehend and give oral instructions in a business like manner as related to the work place.
H007: Demonstrate proper business like methods of placing/receiving telephone calls and recording telephone messages.

Expected Student Learning Outcomes: UTILIZE WRITTEN COMMUNICATION SKILLS WITHIN INDUSTRY.

(Resources: World of Work-Chap. 10;
Working-Chap. 15)

H003: Describe the advantages a written message may have over a spoken one.
H004: Read and understand written communications in industry.
H005: Compare and contrast different forms of written business communication as utilized in industry.

Occupational Mathematical Computations

Expected Student Learning Outcomes: CALCULATE INDUSTRY-RELATED MATHEMATICAL SITUATIONS.

(Resources: World of Work-Chap. 11;
Working-Chap. 16)

I001: Compute addition, subtraction, multiplication, and division problems as related to an industry.
I002: Compute addition, subtraction, multiplication, and division of decimal number problems as related to an industry.
I003: Interpret quantitative information from tables, charts, and graphs as it relates to an industry.
I004: Compute ratios and percentages, as related to industry.
I005: Calculate distance, weight, area, volume, and/or time problems as related to an industry.
I006: Determine costs, time, or resources needed to complete a task within an industry.
I007: Compute costs and make change as it applies to an industry.

Occupational Safety

Expected Student Learning Outcomes: ANALYZE INDUSTRY-RELATED SAFETY OPERATIONS.

(Resources: World of Work-Chap. 9;
Working-Chap. 17)

J001: Describe actions that various agencies take to prevent accidents on the job.
J002: Illustrate how accidents on the job can be caused through human error.
J003: Identify potentially hazardous situations and apply appropriate solutions.

Individualized Instruction

Expected Student Learning Outcomes: ANALYZE AND APPLY INDUSTRY-RELATED INFORMATION.

(Resources: Working-Chap. 14)

K001: Analyze technical and related information required of an industry.
K002: Apply specific technical and related information to supervised employment within an industry.
K003: Demonstrate appropriate job knowledge and skills in supervised employment within an industry.

SUGGESTED RESOURCE LIST

SUCCEEDING IN THE WORLD OF WORK by Grady Kimbrell and Ben S. Vineyard, Bennett & McKnight, 1986.

WORKING SKILLS FOR A NEW AGE by Larry J. Bailey, Delmar Publishing Inc., 1990.

APPENDIX D

APPENDIX D.

MODEL FOR TEACHING RELATED ACTIVITIES

MONTH **August**	GENERAL RELATED	OCCUPATIONAL SPECIFIC	VSO-RELATED
WEEK			
1			
2	Review video catalog for scheduling videos during academic year.	Order specific related instructional materials for students enrolled in program for academic year.	Order VICA materials from national headquarters and state office.
3	Prepare materials for general related curriculum.		
4	Prepare materials for general related curriculum.		

MODEL FOR TEACHING RELATED ACTIVITIES

MONTH **September**	GENERAL RELATED	OCCUPATIONAL SPECIFIC	VSO-RELATED
WEEK			
1	Orientation to CIE and Cooperative Education components.	Determination of specific occupational curriculum to be developed for individualized instruction for each student in the CIE program.	Hold organizational meeting for local VICA Chapter.
2	INDIVIDUALIZED INSTRUCTION: Analyze and apply industry-related information (K001, K002, K003)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	
3	CAREER RESEARCH AND PLANNING: Identify a career objective and career profile within industry (A002, A002, A003)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	Conduct first chapter meeting for election of officers and develop program of activities.
4	EMPLOYMENT ORIENTATION: Develop positive industry work traits (C001, C002, C003, C005)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	

MODEL FOR TEACHING RELATED ACTIVITIES

MONTH October	GENERAL RELATED	OCCUPATIONAL SPECIFIC	VSO-RELATED
WEEK			
1	EMPLOYMENT ORIENTATION (continued)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	Submit VICA roster and dues to national/state offices.
2	EMPLOYMENT ORIENTATION: Recognize the importance of rules and regulations within industry (C004, C006)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	Monthly chapter meeting and conduct first activities from program of activities.
3	HUMAN RELATIONS: Recognize the components of lifestyle as it relates to the industry (D001)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	
4	HUMAN RELATIONS: Relate aptitude and ability to industry success (D002)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	

MODEL FOR TEACHING RELATED ACTIVITIES

MONTH November	GENERAL RELATED	OCCUPATIONAL SPECIFIC	VSO-RELATED
WEEK			
1	HUMAN RELATIONS: Develop effective human relations skills for industry (D003, D004, D005, D006)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	
2	HUMAN RELATIONS (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	Monthly chapter meeting and conduct activities from program of activities.
3	LEADERSHIP DEVELOPMENT: Develop leadership skills for industry (F001, F002, F003, F005)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	Attend fall leadership conference
4	LEADERSHIP DEVELOPMENT: Recognize citizenship responsibilities as related to a position in industry (F004)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	

MODEL FOR TEACHING RELATED ACTIVITIES

MONTH December	GENERAL RELATED	OCCUPATIONAL SPECIFIC	VSO-RELATED
WEEK			
1	OCCUPATIONAL MATHEMATICAL COMPUTATIONS: Calculate industry related mathematical situations (I001, I002, I003, I004, I005, I006, I007)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	
2	OCCUPATIONAL MATHEMATICAL COMPUTATIONS (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	Monthly chapter meeting and conduct activities from program of activities.
3	OCCUPATIONAL MATHEMATICAL COMPUTATIONS (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	
4			

MODEL FOR TEACHING RELATED ACTIVITIES

MONTH January	GENERAL RELATED	OCCUPATIONAL SPECIFIC	VSO-RELATED
WEEK			
1			
2	TECHNOLOGY AWARENESS: Identify computer operations within industry (B001, B002)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	Monthly chapter meeting and conduct activities from program of activities.
3	TECHNOLOGY AWARENESS (continued)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	
4	ECONOMIC CONCEPTS OF PRIVATE ENTERPRISE: Identify the components of the free enterprise system (G001, G002, G003, G004, G005)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	

MODEL FOR TEACHING RELATED ACTIVITIES

MONTH **February**	GENERAL RELATED	OCCUPATIONAL SPECIFIC	VSO-RELATED
WEEK			
1	ECONOMIC CONCEPTS OF PRIVATE ENTERPRISE (continued)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	
2	ECONOMIC CONCEPTS OF PRIVATE ENTERPRISE: Identify the role of labor and industry in a free enterprise system (G006)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	Monthly chapter meeting and conduct activities from program of activities.
3	OCCUPATIONAL COMMUNICATIONS: Utilize oral communication skills within industry (H001, H002, H006, H007)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	Prepare for VICA district conference
4	OCCUPATIONAL COMMUNICATIONS (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	Participate in VICA district conference.

MODEL FOR TEACHING RELATED ACTIVITIES

MONTH March	GENERAL RELATED	OCCUPATIONAL SPECIFIC	VSO-RELATED
WEEK			
1	OCCUPATIONAL COMMUNICATIONS: Utilize written communication skills within industry (H003, H004, H005)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	
2	OCCUPATIONAL COMMUNICATIONS (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	Monthly chapter meeting and conduct activities from program of activities.
3	OCCUPATIONAL SAFETY: Analyze industry-related safety operations (J001, J002, J003)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	Prepare for VICA State Conference
4	OCCUPATIONAL SAFETY (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	Participate in VICA State Conference

MODEL FOR TEACHING RELATED ACTIVITIES

MONTH April	GENERAL RELATED	OCCUPATIONAL SPECIFIC	VSO-RELATED
WEEK			
1	JOB APPLICATION AND INTERVIEW: Complete an employment interview for a position within industry (E001, E002, E003, E004, E005, E006)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	
2	JOB APPLICATION AND INTERVIEW (continued)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	Monthly chapter meeting and conduct activities from program of activities.
3	JOB APPLICATION AND INTERVIEW (continued)	INSTRUCTIONAL MANAGEMENT PLAN ACTIVITY	
4	JOB APPLICATION AND INTERVIEW (continued)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	Conduct an employer-employee appreciation activity.

MODEL FOR TEACHING RELATED ACTIVITIES

MONTH May	GENERAL RELATED	OCCUPATIONAL SPECIFIC	VSO-RELATED
WEEK			
1	JOB APPLICATION AND INTERVIEW (continued)	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	
2	Review of General Related core competencies	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	Participate in National VICA Conference
3	Review of General Related core competencies	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	Monthly chapter meeting and conduct of an end of the year evaluation of VICA program of activities.
	Mastery test over General Related core competencies	INDIVIDUALIZED STUDY GUIDE FOR EACH STUDENT	

MODEL FOR TEACHING RELATED ACTIVITIES

MONTH June	GENERAL RELATED	OCCUPATIONAL SPECIFIC	VSO-RELATED
WEEK			
1			
2			
3			
4			

APPENDIX E

COOPERATIVE INDUSTRIAL EDUCATION COURSE ENROLLMENT SUMMARY FORM

INSTRUCTIONS FOR COMPLETING:

1. Print or type last name first, first name and middle initial, street address, rural route or P.O. Box on the roster at the time the student officially enrolls in the course.

2. Enter the grade level of the student at the time the student officially enrolls in the course.

PERSONAL DATA

3. Enter personal data for each student at the time they officially enroll in the course by placing an "x" in the appropriate column.

   ETHNICITY: W = White B = Black H = Hispanic O = Other
   GENDER: M = Male F = Female

4. If student is classified as **disadvantaged (D)**, place an "x" in the appropriate column; if a student is classified as **handicapped (H)**, place an "x" in the appropriate column; if the student is classified as any **other (O)** type of special population, place an "x" in the appropriate column.

   Definition of disadvantaged: Individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such terms includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary schools.

   Definition of handicapped: Any individual with any disability (as defined in section 3(2) of the Americans With Disabilities Act of 1990).

   Other may include: Single Parent--an individual who is (a) unmarried or legally separated from a spouse; and (b) (i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant. Special Population--individuals who participate in programs designed to eliminate sex bias and individuals in correctional institutions.

COURSE DATA

5. Under course data, indicate the status of the student at the end of the academic year by placing an "x" in the appropriate column. There must be one entry for each student, either **completing the course** or **school leaver** (it is suggested that the date the student left the course be entered in the school leaver column).

FOLLOW-UP DATA

6. Under the follow-up data, indicate the initial status of the student by placing an "x" in the appropriate column.

Employment Category: The student may be either **"employed full-time (FT)"** or **"part-time (PT)"** If the student is employed in a trade and industry related position, enter an "x" in that column and indicate the type of position the student is employed as within the industry.

Further Education Category: The student may be either attending a **"2 year" or "4 year"** institution. If the student is furthering their education, indicate whether or not their area of study is trade and industry related by entering an "x" in the appropriate column.

Armed Forces Category: The student may have entered the **"armed forces"**. Indicate this employment mode by entering a "x" in the appropriate column.

Not Applicable Category: The student does not "fit" any of the above categories or the student was not able to be located for follow-up purposes. Indicate this category by placing an "x" in the appropriate column.

SUMMARY DATA

7. Sum totals for each column on each page utilized per course.

8. Total all courses for summary data for evaluation report.

COOPERATIVE INDUSTRIAL EDUCATION COURSE ENROLLMENT SUMMARY FORM FOR 19 - 19

STUDENT NAME STREET ADDRESS CITY AND ZIP CODE	GRADE LEVEL	PERSONAL DATA									COURSE DATA		FOLLOW-UP DATA								
		ETHNICITY				GENDER		SPECIAL NEEDS					EMPLOYED				FURTHER EDUCATION			ARMED FORCES	N/A
		W	B	H	O	M	F	D	H	O	COMPLETED COURSE	SCHOOL LEAVER	FT	PT	T&I REL	POSITION	2 YR	4 YR	T&I REL		
TOTALS FOR THIS PAGE																					

PLANNING AND CONDUCTING A STUDENT FOLLOW-UP STUDY

The focus of most program improvement efforts should be on the product, or the outcomes of the Cooperative Industrial Education program. This emphasis demands that we look at the former students of the program to help us determine its effects. One excellent way of securing information about former students is to conduct a follow-up study.

What Is a Follow-Up Study?

A follow-up study is a procedure for collecting pertinent data from or about individuals after they have had similar or comparable experiences. It is important to remember that "follow-up" implies the collection of data about something which has already taken place. In other words, students are asked to look back and consider how the the Cooperative Education program either prepared them or failed to prepare them for their future work or educational endeavors.

It should be noted that follow-up studies do no provide all the answers needed for evaluating Cooperative Education programs. They are, however, usually one important component of a larger design for evaluating the total educational endeavor.

Why Conduct a Follow-Up Study?

Generally, a follow-up study is used to obtain information about the extent to which the objectives of the Cooperative Industrial Education program are being met. Follow-up studies serve a very useful purpose in eliciting reactions from former students about how well the Cooperative Industrial Education program prepared them for career-sustaining employment or further education.

Some of the major reasons for conducting follow-up studies are as follows:

- To determine the number and types of employment which former students entered locally and regionally on a part-time or full-time basis.
- To learn the extent to which former CIE students have made use of their vocational education.
- To discover the extent of the mobility among former students.
- To determine how the Cooperative Industrial Education program or teacher-coordinator could be of further assistance to the former students relative to counseling, placement, and/or education.
- To discover the extent to which former students are taking advantage of available postsecondary and adult educational opportunities.

It should be remembered that information obtained from follow-up studies has some limitations because the respondents generally have a limited knowledge of alternatives, and each respondent reacts from a different frame of reference. One important factor to keep in mind is that respondents will be reacting to the Cooperative Industrial Education program as they knew it. If changes have been made since the former students left the program, they may

be unaware of them. Hence, the interpretation of data and comments from students must take these changes into account.

Determining the Follow-Up Procedure

The mail questionnaire is the most frequently used approach. The problem of non-respondents, however, is a major shortcoming of this questionnaire procedure. Several research studies have revealed that students in the lower percentile of their class tend to return a lower percentage of questionnaires than students in the top percentile of their class.

If the evaluation effort is to be successful and valid, feedback must be secured from all whom the Cooperative Industrial Education program is designed to serve and not just the successful graduates. Therefore, it is very important that all former students be made to feel that they are valuable members of the group.

One approach to conducting follow-up studies which has proven successful is the interview, conducted either in person or by phone. Personal interviews are probably the most desirable kind of follow-up, however, they can be very expensive and require a great amount of the teacher's time.

The telephone interview can be effectively used. You are more limited in the amount of information which can be obtained, but the telephone interview may be the only workable procedure for some segments of the population. Often, a combination of mail questionnaires and personal interviews with a sample of non-respondents is used.

Determining the Group to Follow-Up

Former students being surveyed should have been out of school a sufficient length of time to be able to reflect on the relevance and helpfulness of their previous educational experience. The Cooperative Industrial Education student who graduates in the spring of the school year should be surveyed during the early part of the following fall semester. This provides the graduate time to have established him/herself in either employment or further education.

It must be remembered, however, that the longer former students have been out of school, the greater problem they will have in separating the value of their formal education experience from the influence of other educational activities. Also, the longer they are away from school, the less valid their judgments about the current Cooperative Industrial Education program are likely to be.

Procedures for Conducting the Follow-Up

A technique which is gaining popularity is to send a card or letter to the former student prior to mailing a follow-up questionnaire. The purpose of this card or letter is to alert the former students that they will soon be receiving an important questionnaire which they are urged to complete and return as soon as possible.

The following mailing pattern is suggested at two-week intervals:

- First mailing--"alert" card (see Sample 1)

- Second mailing--follow-up questionnaire, cover letter, and return envelope--stamped and addressed (see Sample 2)

- Third mailing--second request follow-up questionnaire, second cover letter, and return envelope--stamped and addressed (see Sample 3)

The cover letter should be printed on school letterhead and should be signed by the Cooperative Industrial Education teacher-coordinator. It is harder to resist a letter that has been personally addressed and signed than it is to resist a greeting from a computer.

A stamped, self-addressed envelope should always accompany the follow-up instrument and cover letter.

Timing is important in conducting a follow-up study. There is a slight preference for the early part of the week; mailings should be at times so that items arrive on Monday or Tuesday. Avoid periods of "stress" such as the middle of April, vacation times, holidays, etc.

When using a multiple mailing approach, it makes sense to use a different strategy on the first and second mailings. Some people are early-in-the-week performers, others late-in-the-week performers. If you tried to reach them early in the week on the first mailing, try for an end-of-the week arrival on a subsequent mailing so the letter arrives on Friday or Saturday. Remind respondents of the date by which the questionnaire should be returned. It is recommended that the respondents be given a two-week period in which to return the follow-up questionnaire.

Cover letters should be printed on letterhead and envelopes should have a return address with which the former students can easily identify. The physical appearance of the materials sent to former students should be of professional quality and designed to arouse interest.

Locating Former Students

One of the most difficult problems often faced in conducting a follow-up study is locating the former students. One of the best methods of maximizing returns is the advance orientation of students who will be asked to respond to questionnaires at a later date. Before students leave your Cooperative Industrial Education program, tell them that they will be receiving a follow-up questionnaire through the mail during the fall of the year. Discuss with the students why this is being done. If at all possible, review the questionnaire with them so they can raise any questions they may have.

There are a number of methods which can be used to secure the addresses of former students. Some of these methods include--

- Writing "Please Forward" on announcements and questionnaires.

- Sending self-addressed change-of-address cards to parents of non-respondents so the parents can provide the current address.

- Checking the city directory at the public library.

- Checking area telephone directories.

- Asking help from other students who are still in school.

Reporting Student Follow-up Data

The Cooperative Industrial Education Course Enrollment Summary Form can be utilized for reporting student follow-up data. Refer to the directions for utilizing this form. Data can then be transferred to the Cooperative Industrial Education Program/School Summary Form and data utilized in the year-end report submitted to local school officials.

SAMPLE 1: ALERT LETTER

(School Letterhead)

DATE

Name
Address
City, State, Zip

Dear _____ :

In the near future, you will receive a questionnaire concerning your experiences since leaving our school. I would like to request your cooperation in completing and returning the questionnaire. It is designed to aid in improving our Cooperative Industrial Education program for the future. Your responses to the questions will be of tremendous aid to us and to the students now enrolled in the program. Your answers will be kept in strictest confidence.

I look forward to getting your response!

Sincerely,

Cooperative Industrial Education Teacher-Coordinator

SAMPLE 2: COVER LETTER

(School Letterhead)

DATE

Name
Address
City, State, Zip

Dear _____ :

Each year the faculty and administration of _____ (High School or AVTS) asks our graduates to evaluate the Cooperative Industrial Education program.

As a graduate of the Cooperative Industrial Education program, I am asking you to participate in a follow-up study. We are trying to determine the current status of our graduates and to solicit your input as to how we can make the Cooperative Industrial Education program better.

You can make a tremendous contribution to the future improvement of the program by completing and returning the enclosed survey. The information which you will supply will be treated in strict confidentiality.

Please take a few minutes to complete this form and return it to me in the stamped, self-addressed envelope that is also enclosed. Could I have your response back by _____.

Thank you for your help and if I can be of any assistance to you, please feel free to call upon me.

Sincerely,

Cooperative Industrial Education Teacher-Coordinator

Enclosure: Follow-up Survey
Mailing Envelope

SAMPLE 3: SECOND REQUEST COVER LETTER

(School Letterhead)

DATE

Name
Address
City, State, Zip

Dear _____ :

The response to our request for information from former students of the Cooperative Industrial Education program has been most gratifying. The return questionnaire are being analyzed and I hope to have the report completed in a few weeks.

Perhaps the first questionnaire we sent to you has been mislaid, so I have enclosed another for your convenience. I hope to have all of our former students respond so that the information will be as complete as possible.

Please use the enclosed stamped, self-addressed envelope to return the completed questionnaire today. Thank you for your cooperation!

Sincerely,

Cooperative Industrial Education Teacher-Coordinator

Enclosure: Follow-up Survey
Mailing Envelope

STUDENT FOLLOW-UP QUESTIONNAIRE

DIRECTIONS: Please complete all sections of this survey. When you have completed the survey return it in the enclosed return addressed, stamped envelope. All responses are held in strict confidentiality.

Personal Data

Name: _____

Mailing Address: _____

_____

Home Telephone: ( ) _____

Employment History

1. Are you currently employed:

   _____ FULL-TIME (30 hours or more per week)
   _____ PART-TIME (Under 30 hours per week)
   _____ NOT EMPLOYED AT THE PRESENT TIME

2. If you are employed either part-time or full-time, please indicate the name and address of the firm and your position within the firm.

   Name of Firm you are presently working for: _____

   Address: _____

   Supervisor's name: _____

   Job Position: _____

3. How satisfied are you with your current position?

   ( ) Very satisfied ( ) Satisfied ( ) Not satisfied

4. What is your pay scale (per week)?

   ( ) under $100/week ( ) $101-150/week ( ) over $150/week

Education History

5. Are your currently attending a post-secondary institution (college or university, community college, or private institution)?

   ____ FULL-TIME STUDENT
   ____ PART-TIME STUDENT
   ____ NOT CURRENTLY IN SCHOOL

(continued)

6. If you are attending school either full or part-time, please indicate the name of the institution and your current major or emphasis area.

   Name of Institution: _____

   Major or Emphasis Area: _____

7. Please indicate the type of diploma you expect to receive and your anticipated graduation date:

   ___ Certificate ___ 2-year Associate Degree ____ 4-year College Degree

   Expected date of graduation: _____

OTHER INFORMATION:

8. If you are not either currently employed or attending school, please indicate your current status: _____

9. What topics of the CIE program were the most beneficial to you?

   _____

   _____

10. What should be emphasized more or added to the CIE curriculum (what was taught in the class)?

    _____

    _____

11. How has the CIE class/classes or training helped you in either business, education, or personal use?

    _____

    _____

12. What part of the CIE Program do you feel was not worthwhile or should be changed?

    _____

    _____

13. Other comments you wish to make: _____

    _____

    _____

Thank you for your assistance. Please enclose this questionnaire in the self-addressed stamped envelope and mail today!

PLANNING AND CONDUCTING AN EMPLOYER SURVEY

An employer survey can provide valuable information to the Cooperative Industrial Education instructor. This type of survey can be executed in a number of ways; the scope of the survey, the number of employers to be surveyed, and the resources available will determine the method to be utilized.

To Assess the Performance of Former Students

If the viability of competency lists has been assessed by means of a survey, or through the use of advisory committees, the employer survey may focus on the core competencies actually possessed by employees who are former Cooperative Industrial Education students. This can be accomplished by asking the employer to rate former students on each of a given list of skills. Another approach is to present a list of competencies, instructing the employer to identify those that the former student is lacking. This assessment may also be applied to "general competencies," such as "ability to get along with individuals." A more detailed survey might focus on specific job competencies such as "ability to complete a brake replacement."

To Elicit Employer Recommendations for Improving the Cooperative Industrial Education Program

In addition to assessing competency lists and rating the performance of their employees, employers can make suggestions for improving the current offerings and better preparing learners for productive careers in trades and industry.

To Aid the Public Relations of the Cooperative Industrial Education Program

Another side benefit of the employer survey is improved public relations between the school and the employing community. Most employers are very willing to become involved in the instructional program and every opportunity to involve them should be capitalized upon. The employer survey is an excellent way to involve employers in the development of the Cooperative Industrial Education program.

ADMINISTRATION OF THE EMPLOYER SURVEY

The Selection of Employers

On the student follow-up questionnaire, which should be administered in the fall of the academic year, an item is included asking for the name and address of the student's employer and immediate supervisor. Upon receipt of the student's questionnaire, the employer survey can be addressed and mailed to the business and individual identified by the student. For an employer survey, it is important to specify each individual's name rather than simply sending the survey to the employing agency. Because this personalizes the survey, it helps to ensure an adequate return or response to the instrument.

Development of Cover Letter

If a mail survey is being conducted, a cover letter must be prepared to accompany the instrument. This letter should attempt to establish rapport between the educational agency and the employer, indicating the purposes of the survey and giving some indication of how the results will be utilized. Many times it is advantageous to involve the advisory committee in the development and sending of the letter and questionnaire, by using letterhead of the advisory committee chairperson, or adding their signature. Refer to the example cover letter provided in Sample 1.

A stamped, self-addressed envelope should always accompany the employer survey instrument and cover letter.

Reporting the Employer Data

Data gathered from the employee data should be inserted in the model end-of-the year evaluation report and specific comments and activities of former students should be highlighted in the report.

SAMPLE 1: COVER LETTER

(School Letterhead)

DATE

Name of Individual
Business
Address
City, State, Zip

Dear _____ :

Each year the faculty and administration of _____ (High School or AVTS) survey businesses who currently employ students who were in the Cooperative Industrial Education program to evaluate the employee's performance on the job. You have been identified as an employer who has hired a graduate of our program.

We are trying to determine how successful our former students are in their preparation for employment and what areas are needed to improve our graduates to make them competitive in today's labor market. You can make a tremendous contribution to the future of the Cooperative Industrial Education program by completing and returning the enclosed survey form.

The information which you supply will be held in strict confidentiality. Please take a few minutes to complete this form and return it to me in the stamped, self-addressed envelope that is enclosed. I appreciate your assistance in this matter.

Sincerely,

Cooperative Industrial Education Teacher-Coordinator

Enclosure: Survey
Mailing Envelope

EMPLOYER QUESTIONNAIRE

Name of Business: _____

Address of Business: _____

_____

Name of Person completing the survey: _____

Name of employee who is a graduate of the Cooperative Industrial Education program:

_____

DIRECTIONS: Please indicate your satisfaction with the employee named above as compared with other workers at the same point of entry. If the worker is the only person employed with your firm in that group, compare him/her with others who have worked in the same position. Place an "x" in the space which best reflects your response to each item.

ITEM	ABOVE AVERAGE	ABOUT AVERAGE	BELOW AVERAGE	N/A
1. The quality of the employee's work	____	____	____	____
2. The quantity of the employee's work	____	____	____	____
3. The productivity level of the employee	____	____	____	____
4. The degree to which the employee possesses specific job-related knowledges and skills required on the job	____	____	____	____
5. The degree to which the employee is able to operate the equipment used on the job	____	____	____	____
6. The degree to which the employee possesses the basic reading, verbal, and computational skills required on the job	____	____	____	____
7. Cooperation with co-workers	____	____	____	____
8. Compliance with company policies, rules, etc.	____	____	____	____
9. The degree to which the employee has met your expectations	____	____	____	____

10. Major strengths of the employee: _____

_____

11. Areas of needed improvement of the employee: _____

_____

12. Recommendations for improvement of the graduate of the Cooperative Industrial Education program: _____

_____

Please return this survey at your earliest convenience in the pre-addressed stamped envelope provided. Your assistance in this survey is greatly appreciated.

COOPERATIVE EDUCATION SUMMARY REPORT

A summary of the positions and training stations utilized by the Cooperative Industrial Education program during the academic year for those students participating in the cooperative education phase of the program should be maintained. In addition, a record of the total hours and wages earned by each student should also be maintained.

The total hours and wages for all students enrolled in the cooperative education phase of the program should be calculated and this data entered in the end of the year evaluation report.

CIE COOPERATIVE EDUCATION SUMMARY FOR YEAR ENDING JUNE 30, 19

INSTRUCTIONS: Complete each column for each Cooperative Industrial Education student who participated in the cooperative education portion of the program.

NAME OF STUDENT	TRAINING STATION AND JOB TITLE	TOTAL WAGES FOR YEAR	TOTAL HOURS FOR YEAR	HIGHEST HOURLY WAGE RATE	LOWEST HOURLY WAGE RATE
TOTALS				XXXXXX	XXXXXX

COOPERATIVE INDUSTRIAL EDUCATION PROGRAM/SCHOOL SUMMARY FORM

The Cooperative Industrial Education Program/School Summary Form allows the CIE teacher-coordinator to draw comparisons between the student population served by the program and the total student population of the local school. Data for the program can be aggregated from the Cooperative Industrial Education Course Enrollment Summary Form. Data from the school can be obtained from local school administration or guidance office.

INSTRUCTIONS FOR COMPLETING:

1. Enter the total number of courses in the Cooperative Industrial Education Program.

2. Identify the courses by title (i.e. Cooperative Industrial Education I).

3. Enter in the total student enrollment for the Cooperative Industrial Education program.

4. Enter in the total student enrollment for the local school.

5. Determine the percentage of students enrolled in the Cooperative Industrial Education program of the total school population (divide total school population into Cooperative Industrial Education program enrollment for percentage).

FOR PROGRAM DATA:

6. Grade Level Enrollment

   Enter grade level enrollment number of all students enrolled in the Cooperative Industrial Education program (data from Course Enrollment Summary Form). Determine the percentage of each grade level of students in the Cooperative Industrial Education program (divide total program enrollment into each grade level enrollment).

7. Personal Data

   Ethnicity Enrollment: Enter ethnicity enrollment of all students enrolled in the Cooperative Industrial Education program (data from Course Enrollment Summary Form). Determine the percentage of each ethnicity enrollment of students in the Cooperative Industrial Education program (divide total program enrollment into each ethnicity enrollment).

   Gender Enrollment: Enter gender enrollment of all students enrolled in the Cooperative Industrial Education program (data from Course Enrollment Summary Form). Determine the percentage of each gender enrollment of students in the Cooperative Industrial Education program (divide total program enrollment into each gender enrollment).

   Special Needs Enrollment: Enter special needs enrollment of all students enrolled in the Cooperative Industrial Education program (data from Course Enrollment Summary Form). Determine the percentage of each special needs population in the Cooperative Industrial Education program (divide total program enrollment into each special needs population enrollment).

8. Course Data

Enter in the number of students who completed all courses in the Cooperative Industrial Education program and the number of students who are leavers from the course (data from Course Enrollment Summary Form). Determine the percentage of completers and leavers in the Cooperative Industrial Education program (divide total program enrollment into each category).

9. Follow-up Data

Enter in the number of students by status as determined by the follow-up study conducted (data from Course Enrollment Summary Form). Determine the percentage of each status of graduates of the Cooperative Industrial Education program (divide total program enrollment of seniors (12th grade) [data from grade level enrollment] into number of students in each category).

FOR SCHOOL DATA:

10. Data for the categories can be obtained from local school administrators or guidance office. The same procedures outlined above for the Cooperative Industrial Education program should be followed, except the total school population will be utilized.

Comparison of program percentages and school percentages of grade level enrollment, personal data, course data, and follow-up data should provide additional information that the CIE teacher-coordinator could include in the end-of-the-year evaluation report.

CIE PROGRAM/SCHOOL SUMMARY FORM FOR YEAR, 19 - 19

TOTAL NUMBER OF COURSES IN COOPERATIVE IND. ED. PROGRAM _____

COURSE TITLES: _____

TOTAL STUDENT PROGRAM ENROLLMENT _____ **% ENROLLED** _____

TOTAL STUDENT SCHOOL ENROLLMENT _____

	PROGRAM		SCHOOL	
GRADE LEVEL ENROLLMENT	Number	Percent	Number	Percent
Senior (12th)				
Junior (11th)				
Sophomore (10th)				
Freshman (9th)				
PERSONAL DATA				
Ethnicity Enrollment	Number	Percent	Number	Percent
White				
Black				
Hispanic				
Other				
Gender Enrollment	Number	Percent	Number	Percent
Male				
Female				
Special Needs Enrollment	Number	Percent	Number	Percent
Disadvantaged				
Handicapped				
Other				
COURSE DATA	Number	Percent	Number	Percent
Completers				
School Leavers				
FOLLOW-UP DATA	Number	Percent	Number	Percent
Employed (FT)				
Employed (PT)				
T & I Related				
Further Ed. (2 yr)				
Further Ed. (4 yr)				
T & I Related				
Armed Forces				
Not Applicable				

MODEL END-OF-THE-YEAR EVALUATION REPORT

The Model End-of-the-Year Evaluation Report supplies the framework in which the CIE teacher-coordinator can report data gathered from the various documents in a logical format. Headings and explanations for each section have been provided.

The CIE teacher-coordinator teacher may wish to add additional information or data gleaned from the forms. This could include comparisons from program/school data, comments from students on the follow-up study, employers' comments from the employer survey and other pertinent facts or figures to indicate the progress of individuals in the Cooperative Industrial Education program.

Copies of the completed End-of-the-Year Report should be submitted to local school administration including the Principal, Vocational Director, and Guidance Counselor. Additional copies should be provided to members of the program Advisory Committee and any other interested individuals.

The End-of-the-Year Report can be an invaluable public relations tool, as well as meeting the requirements of a local program evaluation.

MODEL END-OF-THE-YEAR EVALUATION REPORT

Introduction

The Cooperative Industrial Education (CIE) program is an instructional program offering preparation for employment in the trades and industry. Students enrolled in this program receive classroom training and supervised employment in a variety of industrial occupational areas. The Cooperative Industrial Education program is based on the cooperative education method. Students receive classroom instruction and supervised employment related to their occupational goal.

Courses Offered/Enrollment

The CIE program at _____ (High School or AVTS) consists of the following courses:

[*list courses*]

Enrollment and types of students in these courses consisted of:

Course Grade Enrollment Ethnicity Gender Special Populations

[*insert data obtained from course enrollment summary form or program/school summary form*]

Of the ____ seniors who entered the program at the beginning of the academic year, _____ completed the program for a retention rate of _____ percent.

[*insert data obtained from course enrollment summary form or program/school summary form*]

Curriculum

The most effective vocational training consists of a combination of classroom and on-the-job instruction. Cooperative Industrial Education includes related classroom instruction that is delivered concurrently with the on-the-job instruction.

The general related core curriculum for CIE is based on desirable competencies for initial employment and upward mobility of students. The CIE curriculum utilizes a vocational instructional management system for these identified core competencies.

This instructional management systems allows for evaluation of each student's achievement against a standard of accomplishment. Based on this standard of accomplishment for the curriculum in the Cooperative Industrial Education program _____ percent of the students enrolled in the program demonstrated master of _____ percent or better of the general related core competencies. [*determine number of core competencies utilized in each course and the number of core competencies recorded as mastered by each student to determine the percentage*]

Specific related instruction is sometimes referred to as technical, occupational, or job related instruction which is designed on an individualized basis for each student. This instruction is delivered as close to the time the student will need the information on-the-job and is planned by both the employer and the CIE teacher-coordinator.

Cooperative Education in CIE

Applied learning skills in the CIE program takes the form of cooperative education. This year _____ students were enrolled in this required portion of the program. These students totaled _____ hours of employment and earned wages totalling $ _____ for the academic year. A large amount of these wages are put back into the local economy by the students.

[*insert data obtained from cooperative education summary form above*]

Students were placed in a variety of trade and industrial positions within local businesses in the community. These businesses and positions included:

[*list training stations utilized and positions of students from cooperative education summary form*]

Training Station	Student Position

Advisory Committee

An active advisory committee insures that the instruction in the CIE program is consistent with trade and industry employment needs. Members of the Cooperative Industrial Education Advisory Committee for this past academic year were:

[*list name, business and position of members of the Cooperative Industrial Education Advisory Committee*]

Name	Business	Position

The CIE Advisory Committee meets on a regular basis and develops a program of activities designed to assist in the improvement of the CIE program. Major activities of the advisory committee for this academic year included:

[*list major activities of the Advisory Committee--refer to minutes of meetings and other documents*]

Recommendations for improvement of the Cooperative Industrial Education program by the Advisory Committee include:

[*list any major recommendations made by advisory committee*]

VICA

VICA, the vocational student organization, is an integral part of the instruction within the Cooperative Industrial Education program. VICA's program of activities motivates students to increase their leadership and creative abilities, reinforces competencies developed in the curriculum and encourages a competitive spirit. Major activities undertaken as part of the program of activities this year included:

[*list major activities of local VICA Chapter*]

In addition, members of the VICA Chapter participated in district, state and national competition and were awarded the following honors:

[*list honors awarded local VICA members*]

FOLLOW-UP DATA OF GRADUATES

Each year, graduates of the Cooperative Industrial Education program are surveyed to determine their current status. Last year, _____ students graduated from the CIE program. Follow-up of these graduates show that _____ are currently employed full-time and _____ part-time. _____ of these graduates are employed in trade and industry related positions.

[*insert data in numbers from course enrollment summary form or program/school summary form*]

A survey was conducted of employers of those students who were employed after graduation. Data from this survey indicated that graduates of the Cooperative Industrial Education program were [*enter information from employer questionnaire*] . Employers offered the following general recommendations concerning graduates of the program:

[*list recommendations from employer questionnaire*]

Of those students graduating last year, _____ are pursuing higher education at either a two-year or four-year institution. _____ of these graduates continuing their education are majoring in trade and industry related fields.

Of the remaining graduates from last year, _____ entered the armed forces and we were unable to determine the status of _____ students.

[*insert data in numbers from course enrollment summary form or program/school summary form*]

Summary

[*provide any summary data/remarks/conclusions/recommendations about the Cooperative Industrial Education program*]